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AUTHOR Kersh, Bert Y.; And Others
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ABSTRACT

Ideas and recommendations emerging from three regional workshops on staff development are presented. The workshops, conducted in early 1978, focused on three aspects of faculty development for inservice: the identification and and analysis of current and likely future staff development in colleges and universities whose mission in elementary and secondary school is to assist in the continuing education of practicing teachers; an expansion of awareness among college and university faculty on the state of the scene in inservice education and the roles they can assume in the process; and the provision of examples different colleges and universities have used in providing staff development services. The monograph is divided into seven sections, excluding introductory remarks. Section one considers various meanings of the term "faculty development," and places focus on the provision of more effective job-imbedded inservice education to school personnel. Section two examines the nature and impact of total institutional contexts, local school and community contexts, and state contexts upon the provision of staff development efforts. Section three reports on critical development needs, and section four relates those needs to components of inservice education. Section five details the search for exemplary programs of faculty development for inservice education. Section six presents a college-wide approach to the problem, and section seven presents recommendations and conclusions drawn from the regional workshops. (MJB)

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FACULTY DEVELOPMENT FOR INSERVICE EDUCATION IN THE SCHOOLS

Bert Y. Kersh

with

James Collins
Elizabeth L. Jalbert
Karl Massanari
Len Meshover

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AACTE STAFF DEVELOPMENT PROJECT STEERING COMMITTEE

September 1, 1977 to June 30, 1978

Elizabeth L. Jalbert, Chairperson
Dean of Professional Studies
State University of New York
Colleges of Arts and Sciences at Oneonta
Oneonta, New York 13820

Gwendolyn Austin
Program Specialist
Teacher Corps, USOE
400 6th Street, S.W.
Washington, D.C. 20202

William H. Drummond
Professor of Education
Department of Curriculum and Instruction
College of Education
University of Florida
Gainesville, Florida 32605

Carl Grant
Director, Teacher Corps Associates
School of Education
225 N. Mills Street
University of Wisconsin at Madison
Madison, Wisconsin 53700

Asa Hilliard
Dean, School of Education
San Francisco State University
San Francisco, California 94132

Bert Kersh
Research Professor
Oregon College of Education
Monmouth, Oregon 97361

Theresa Lorio
Asst. Director of Teacher Center
AFT Representative
2635 Edwin Street
Hamtramck, Michigan 48212

Len Meshover
Director, SFSU Teacher Corps Project and Professor of Education
School of Education
1600 Holloway Avenue
San Francisco State University
San Francisco, California 94132

Nelle Taylor
Secondary School Counselor
Saluda High School
NEA Representative
107 Neal Street
Saluda, South Carolina 29138

Liaison Representatives

James Collins
National Council of States on Inservice Education
Assistant Dean, College of Education
Syracuse University
Syracuse, New York 13210

David Marsh
Department of Teacher Education
Room 1003, Phillips Hall
University of Southern California
Los Angeles, California 90007

STAFF

Karl Massanari, Associate Director, AACTE

Shirley Bonneville, Program Associate, AACTE

Available from:

Order Department
American Association of Colleges for Teacher Education
One Dupont Circle, Suite 610
Washington, D. C. 20036

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PREFACE

This monograph is the culmination of the work of the Steering Committee which guided the Staff Development Project of the American Association of Colleges for Teacher Education. This nine-month project addressed two basic questions on behalf of schools, colleges, and departments of education: 1) What are the critical development needs of teacher education faculty and administrators in providing more effective inservice education for school personnel? 2) What strategies might be used for meeting these faculty development needs? The subject of faculty development for inservice education is timely and of great concern to colleges and universities engaged in teacher education, particularly those involved in offering inservice education opportunities to school personnel.

The project was affiliated with the Teacher Corps Project of San Francisco State University, which explored the same two questions in a local setting in an effort to institutionalize change.

Teacher Corps has given, and is now giving, particular emphasis to the problem of institutionalizing change in a number of its projects. To help the Committee think realistically about the subject, it sponsored three regional workshops to collect ideas from the field. This monograph reflects the results both of the Committee's deliberations and of the inputs from workshop participants. The ideas expressed are the Committee's and do not necessarily carry the endorsement of the Association. What is said, however, reflects the views of some 200 persons engaged in and concerned about the improvement of inservice education. For these reasons, we believe this report deserves careful consideration by teacher educators across the country. We believe, further, that the collective contribution of many persons to the development of this monograph has resulted in a significant addition to the literature on higher education's role in inservice education.

The Association acknowledges with appreciation: 1) the support of Teacher Corps, particularly the contributions of James Steffensen and Gwendolyn Austin; 2) the cooperation and contribution of the Teacher Corps Project of San Francisco State University, and in particular, that of Asa Hilliard and Len Meshover; 3) the productive work of the Project Steering Committee and Staff in sponsoring the regional workshops and generating this publication; 4) the contributions of those Committee members and Staff who assisted in writing this monograph, notably Bert Kersh, who carried major responsibility for its authorship; 5) the contribution of Shirley Bonneville of the AACTE staff in the development of the final manuscript and in seeing it through to publication; and 6) the contribution of Esther Hemsing in technically editing the manuscript.

EDWARD C. POMEROY
Executive Director, AACTE

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I. INTRODUCTION

This monograph reflects the thinking of the Steering Committee of AACTE's Staff Development Project, augmented significantly by inputs from participants at three regional workshops:

San Francisco, California, January 15-17, 1978
Mt. Pocono, Pennsylvania, April 4-6, 1978
Lake Ozark, Missouri, April 17-19, 1978

The participants at these workshops were representative of all segments of the education profession. The topic of faculty development for inservice education was of great concern to them because many represented institutions of higher education now facing the problem of how to enhance their own in-service education programs. Their inputs contributed significantly to the Committee's deliberations on the subject and are reflected in the pages which follow. The Committee acknowledges and much appreciates these contributions; program personnel for the three workshops are listed in Appendix D (p.56).

As their primary objective, the regional workshops sought to identify and analyze the current and likely future faculty development needs of colleges and universities whose mission in the elementary and secondary schools is to assist in the continuing education of the professional educators employed there. Other project activities had a similar aim.

Secondary objectives were:

1. to expand the awareness of appropriate college and university faculty members concerning the state of the scene and the roles they can undertake, and

2. to provide pertinent information on different approaches used by colleges and universities to deliver staff development services to schools.

The ideas and recommendations presented in this monograph were written on behalf of the Project Steering Committee, thus the editorial "we" is used throughout to remind the reader that the principal writer is communicating ideas and suggestions from committee members which are endorsed by the whole committee. Because the message is directed primarily to faculty and administrators of schools, colleges, and departments of education, the language used includes jargon familiar to teacher educators and, in some cases, unfamiliar to other readers.

While the content of this publication carries the general endorsement of all committee members, some members had concerns which could not easily be responded to within the limitations imposed by time, space, or scope of the project. Some felt that--

1. the monograph does not include enough discussion based on data about the current skills or general preparation of teacher educators;

2. more emphasis is needed on the matter of minimum competencies for teacher educators and how to achieve them within existing arrangements;

3. the discussion does not deal head-on with problems related to multicultural education, desegregation, etc.;

4. the discussion focuses too much on the present, at the expense of ideas on what might or should occur in the future; and

5. the paper comes down too hard on education professors, when it is well known that there are so many factors that inhibit their making changes. (This concern was expressed by a committee member who is not now in a higher education institution.)

Early in the project, we recognized the importance of defining the scope of our work and analyzing issues related to faculty development. While the main focus of our efforts was on faculty development needs as related specifically to *inservice education of school personnel*, we also were concerned about the whole range of needs of administrators and faculty in schools, colleges, and departments of education. By narrowing the discussion which follows only to that aspect of faculty development needs, we do not intend to imply that other aspects are unimportant. The entire project which generated this monograph considered faculty development needs as related specifically to inservice education of school personnel because of the critical importance of this topic.

We faced another problem in defining our scope of work: Should we be concerned primarily with the full range of inservice education opportunities needed or wanted by school personnel or only with those that are job-embedded and situation-specific? Because of the critical importance of the latter, and the fact that the project objectives placed heavy emphasis on such needs, we addressed the problem of faculty development needs primarily in relation to *providing more effective job-embedded inservice education to school personnel*. Again, our decision to narrow the scope in this way does not mean that we believe other aspects of inservice education are unimportant, just that they are not as critically important at this particular time. Other dimensions of the meaning of faculty development are considered in Section II.

We also recognized that the planning and implementation of faculty development programs is heavily influenced by a number of factors outside schools, colleges, and departments of education. The nature and impact of total institutional contexts, local school and community contexts, and state contexts were of particular concern to us. These are treated in Section III.

Section IV reports our findings on what the critical faculty development needs are, and Section V relates these needs to components of inservice education. In Section VI we report on our search for exemplary strategies of faculty development for inservice education. Section VII presents a college-wide approach to faculty development for inservice education. We conclude in Section VIII with our recommendations and conclusions. Pertinent resources and information are included in the Appendices.

II. FACULTY DEVELOPMENT: PROBLEMS AND ISSUES

What do we mean by faculty development?

In this monograph we differentiate between faculty development at the college/university level and the development of public school personnel. We are talking about the development of professional faculties assigned to colleges of education (meaning schools or colleges of education in typical university settings; or departments of education on smaller state or independent college campuses). Typically, persons appointed to a college of education have as their primary task the preparation of teachers and other educational personnel employed by the public schools, the preparation of teacher educators, and research and public service in education. Most certainly such faculties include the teacher educator who specializes in the teaching of a particular subject, e.g., the science educator, the English educator, or music educator. Those who specialize in the teaching of a particular subject are not always assigned to work under the same roof with their teacher education colleagues. The English educator might be assigned to the English department, and the music educator very likely will be found in the school of music. Also, such subject-area specialists are often assigned to teach education courses only part of the time.

All have one thing in common which makes them prime candidates for highly specialized inservice education assignments: they have all studied the problems of teaching in the public schools and, with rare exceptions, all have had direct experience teaching in public school classrooms.

Should we limit our concern to college of education faculties only? What about all those other professors who help the public school teachers master the content they teach? Surely one of the most important obligations of the teaching professional is to keep up-to-date in the subject or skill taught. Are we concerned only with didactics and pedagogy? Obviously not.

The subject matter specialists who teach the content of the teaching specialty are also of concern in faculty development activities. However, we presume that they are already heavily involved in continuing-education activities which are offered on a regular basis through summer sessions, night or extended day offerings scheduled on campus, and through the off-campus extension of regularly scheduled courses. And we are focusing our attention primarily on job-embedded inservice activities which are not regularly scheduled and which are taught off-campus, usually in one of the local school buildings.

What is the status of faculty development for inservice education?

In recent years there has been an explosion of faculty development programs in colleges and universities across the nation: seven years ago there were probably only 40 or 50 (Bergquist, 1978, p.3); in 1975 the number had increased to 200 (The Chronicle of Higher Education, November 3, 1975, p. 3); and at the present there are at least 1,000 (Centra, 1977, p. 6). But that number still represents only 60 percent of the institutions which responded to the Centra survey. Moreover, in a survey of AACTE member institutions conducted in 1978 for purposes of this present study, only 46 percent of the colleges of education reported that they had faculty development programs specifically for inservice education.

Although the growth rate of faculty development programs is extraordinary, the proportion of colleges of education attempting to gear up for inservice education is still relatively small. There is great interest and evident need, however, so we may expect the number of programs to continue to grow rapidly.

At the AACTE Staff Development Workshop held at Lake Ozark, Missouri, in April 1978, Edward Pomeroy, Executive Director of AACTE, gave a possible explanation for the current interest and need for faculty development in schools and colleges. A decade ago we were preparing teachers so hastily that we may not have been able to do an adequate job, thus we have a professional obligation to help in the schools as best we can. And faculty development in colleges of education may be of concern in part because professors fell behind in their efforts to keep up with rapid developments in the schools during the same period, particularly in serving the needs of minorities, the handicapped, and those from multicultural backgrounds.

There is a sense of urgency, sometimes bordering on despair, in what some of our colleagues are saying about the need to fulfill our service mission in the schools. At another of the regional workshops, Bert Sharp, then dean of education at the University of Florida, observed that "the train may have already left the station." And James Collins from Syracuse University warned metaphorically, "...You have to do more than move chairs on the Titanic!"

It may be evident to the reader by now that while we are concerned with the full range of inservice education activities, we have focused our attention on what has come to be called "job-embedded" or "job-specific" inservice education (Yarger, 1977, p. 21-22; Howey, 1976, p. 23-24.). That is the arena where college of education faculties are least well prepared and motivated, and that is also "where the action is" these days. Job-embedded inservice activities usually are defined by school personnel and often financed by or through the school district. We include in our definition of inservice education those continuing education activities in which members of the teaching profession engage in order to keep current, to advance in their careers, or simply to improve themselves as individuals. But we assume that most colleges of education are already performing well in that area. The unfortunate institution which is not, either lacks the faculty resources to do so, or may be prevented from doing so by its governing body.

Why are we so concerned about faculty development for inservice education?

Professional incentive. The most positive and, it is hoped, the most common reason college of education faculty members involve themselves in inservice work is that they are professionally motivated to cooperate in the work of the schools. They are not compelled to work in the field; they want to. It is a necessary part of their work as teacher educators to keep in touch.

And a loud voice is being heard across the land from non-traditional students, who need instructional services from the colleges and universities. Being place-bound, usually out of commuting range of a college or university, they are typically over 25 and, having stepped out of college earlier on, now wish to re-enter, only to find, often, that the typical schedule of courses and the provision of counseling and other support services are not tailored to their needs. Or they are those employed full time, perhaps in a profession like teaching, who desire to take specific courses to meet special

needs and time schedules. Most certainly the employed teacher falls into the category of the non-traditional student. Perhaps the employed teacher even represents the largest segment of non-traditional students.

Declining enrollments. The number of traditional students attending college is on the decline nationally, not just in teacher education but in most other professional and academic areas as well. We know that the nearly 2½ million employed teachers are seeking answers to new and continuing social problems which colleges of education might help them resolve.

There is something powerfully seductive about the line of reasoning which one hears frequently in teacher education circles: that governing bodies (Boards of Regents, Boards of Higher Education) will continue to provide financial support for faculty resources in education, provided the school of education faculty resources are redeployed effectively to serve the continuing or inservice education needs of employed teachers.

Perhaps so. But what to us is important work for the faculty member who otherwise might be let go, is sometimes viewed by the governing board member as feather-bedding. In any event, in the face of declining enrollments in colleges of education, there is the powerful incentive to build enrollments through credited inservice offerings.

That is a faculty development problem.

The shift of power in teacher education. One need only attend to the phenomenon of the effective lobbying efforts of the organized teaching profession in the halls of Congress to be persuaded that education faculties are no longer in complete control of teacher education programs. The legislation which supports the development of Teacher Centers, each of which is to be run by a teacher-dominated policy board and which is limited by statute in the use of federal funds for service contracts with colleges and universities, obviously is not supportive of higher education.

At the local education agency or district level, the organizations of teachers also are effectively negotiating contracts which include provisions for teachers to have the determining voice in the content, time, and place of inservice activities. In the state of Washington, for example, one district in the vicinity of Seattle recently let out bids to all colleges and universities in the region for instructional services. The specifics of the bid were developed, in part, by the teachers, and the teachers had the determining voice in selecting which institution was awarded the lucrative contract (Bodie Sorenson speech, San Francisco workshop).

In subtle ways the organized teaching profession also is gaining (or has gained) some control over inservice teacher preparation programs, and teacher certification as well. In some states the profession of employed teachers already is controlling how and how many public school teachers are educated, how many are awarded certificates to teach in the public schools, and how they are educated after being employed. One way teachers control the preparatory program is by inflating the costs of supervising practicum students in public school classrooms. To meet the increase in the cost of supervising student teachers, the college of education may have little alternative but to reduce the number of students admitted to programs which prepare teachers. Another means teachers use to gain control is to lobby for state laws which shift the control of teacher certification and program accreditation to teacher-dominated commissions. By changing the rules for certification, and by changing the standards and procedures by which teacher preparation programs are accredited, such commissions can mandate change in the curriculum

for preparing teachers and can influence who, and how many, may enter the profession.

The shift of power is not only in the direction of organized teachers. Local district school boards, under pressure from the taxpayer to cut costs and go back to the "basics," are questioning the practice of allowing large numbers of student teachers to come into the schools and take up the valuable time of the regular teacher. Similarly, high-level state governing bodies in some states are not averse to shortening the length of time it takes to prepare teachers in state colleges and universities. The Oregon Education Coordinating Commission, for example, in 1978 examined the possibility of modifying the system of advanced teacher certification so as to put the responsibility for evaluating and recommending teachers for advanced certification in the hands of local school district authorities. Whereas the change would not necessarily reduce costs, it would have the effect of shifting the financial burden to the local district, thus reducing the cost to the state of operating the public colleges of education.

At the 1977 AACTE Annual Meeting, one speaker was reported to have quipped that the shift of power may prove to be a blessing in disguise. At least from the national viewpoint, colleges of education may be better off for having been bypassed in the federal legislative processes since federal legislation tends to support innovative and developing instructional practices and in the light of the public cry for the schools to return to teaching the three R's by tried-and-true methods, perhaps the colleges of education should be glad to be out of it. By emphasizing the teaching of the basics in bachelor's and master's programs, and by stepping up the research efforts on school learning, which are only now beginning to yield definitive and easily communicated results (e.g., Berliner and Rosenshine, 1977; and Harnischfeger and Wiley, 1976), perhaps colleges and universities will come out ahead in the long run.

However, there is a flip-side to the coin. The more-likely-to-be-effective suggestion which surfaced at the same 1977 AACTE meeting (and which has been voiced time and again since then) is that college of education faculties should learn to collaborate, to yield a little to the forces of reality.

Here again we have a faculty development problem.

The competition for dollars. There simply isn't enough of the taxpayer's money to go around, so legislators must put limits on the public support of post-secondary education. They will support programs which prepare persons for work and for productive citizenship, but there they draw the line. Where they draw the line differs from state to state, and sometimes the reasoning is hard to understand. In one state the line of demarcation will be campus/off-campus, meaning that any credited courses offered off-campus will not receive state support. Why? Because, most of the time, courses are extended off-campus for the purpose of serving the citizen who is already a fully employed and productive citizen. In another state the line of demarcation will be degree/non-degree students, meaning state support will be provided only to the degree-seeker, and for the same reason, i.e., most non-degree students are part-time, fully employed adults. And when it gets to where the tire meets the road, why should the taxpayer pay for inservice teachers at a time when community colleges need money to prepare dental technicians, law enforcement officers--and teacher aides?

The kind of inservice program we are talking about very often is financed by (or through) the school district anyway, so what's the problem?

Again, there is simply not money enough for the district to pay full tuition. Thus contracts are written between the school district and the college which enable the college of education to offer instructional services at lower cost. But such special contracting arrangements may also prevent the college from counting the enrollments in requests for state support. This problem may be a small one for independent colleges and universities. Nonetheless, its implications are great: college of education faculties need to become familiar with contract negotiating procedures, at the very least; and in some institutions entirely new administrative units need to be created, such as the "Center for Inservice Education" staffed by "inservice education associates," as suggested by Agne and Ducharme (1977, p. 18).

We tend to react defensively when our normal source of funds is rapidly dwindling and we are asked to use Madison Avenue tactics to compete successfully for replacement funds, particularly when our credentials are being questioned by former students. One begins to wonder if indeed we do still have a profession.

On the positive side, there *is* an alternate source of funds whose amount is going to increase in the years ahead. The fact that those funds will be channeled through the public schools instead of to the college of education directly does cause us to sharpen our tools (or to learn to use new ones), but the college of education is still the most likely place to find the talent needed by the schools.

A faculty development problem is created by the competition for tax dollars, whatever the source of funds.

Why do some give lower priority to faculty development for inservice education?

Yes, there are some of us who may not be persuaded that college of education faculties should gear-up quite as quickly for inservice education; rather, we should continue to devote our primary effort to restructuring our woefully ineffective preparatory programs. It boils down to a matter of priorities, with the need to revolutionize our programs which prepare school personnel higher on the list.

Lawrence Cremin, for example, in his 1978 Hunt Lecture to the AACTE membership, presented a convincing argument for the creation of a college of education with a curriculum designed according to the original model of James R. Russell (Cremin, 1978, pp. 9-12). He ended his lecture with the startling but thought-provoking recommendation that all teachers should be prepared to the doctoral level. Clearly he did not mean the Ph.D., but the effect would be to extend the time of preparation by any doctoral standard.

Robert Howsam and others who served on the AACTE Bicentennial Commission emphasize the need to build our knowledge base before we take on the task of bringing the 2½ million teachers in the nation up to the level we would consider adequate (Howsam, 1976a; and 1976b, pp. 10-11).

In a similar vein it is asserted that the role of the college/university teacher educator is different from that of the school professional and therefore, the two should not be expected to act in a mutually supporting manner. In fact, a kind of objective detachment should be--perhaps must be--maintained if the campus-based teacher educator is to be effective in his/her role of researcher, model builder, theory developer. We should resist the temptation to respond uncritically to the needs and expectations of the practitioner (Leonard Kaplan, AACTE Staff Development Workshop, Lake of the Ozarks, April, 1978).

The Committee reasons that these countervailing arguments actually may be supportive of the need for greater faculty participation in inservice education. If we are to build a better teacher preparatory program, as Cremin suggests, we will have to become much more knowledgeable about the real world of the practitioner than we are now. And if, as Howsam suggests, we are to build our base of knowledge, we need to know better what research questions to ask. Even the "stranger" in the schools, to which Kaplan referred, will become more effective on campus after having school experience. What better way than to become more involved with inservice activities?

Overview

In the sections which follow, a number of questions are asked, and answered to the best of our ability and without apology for failing to be systematic in our review of the literature or exhaustive in our treatment of the issues. Such was not the charge nor our intent. Instead, ours was merely to probe and to make some intelligent guesses.

These are the questions we asked ourselves, and our suggestions to the reader on where to look for our tentative answers.

1. What are the conditions at the institution/local district level, and at the state/federal government level, which affect our ability to work the inservice education vineyard? (See the next section, Section III).

2. What are the kinds of things we are being asked to do via inservice (i.e., to meet faculty needs), and how do they differ from what we do now? (See Section IV on the identification of needs).

3. How do these needs and expectations translate into role/assignment changes for college of education faculty? (See Section V).

4. What are the implications for faculty development? (Implications are, of course, salted throughout, but we attempt to summarize them in Section VI, which lists some recommendations).

III. DIFFERING INSTITUTIONAL, LOCAL SCHOOL, AND STATE CONTEXTS

Institutional contexts

Colleges and universities differ so broadly that it is almost impossible to make meaningful statements about faculty development activities without first identifying the institutional setting. We all know that the teaching load of a typical state or private college professor is greater than that of the typical research university professor, but the university professor is expected to spend more time in research and writing. And we know that the problems of coordination and control of the undergraduate teacher education curriculum are vastly more difficult on a large campus than they are on a small campus. Other contrasting institutional stereotypes could be mentioned, but let us move quickly to the point. The point is, when it comes to gearing

up for inservice education, many of the common ways of classifying institutions (i.e., college/university, large/small, state/private, departmental/divisional, urban/rural, single-purpose, multipurpose, professional/liberal arts, etc.) have little or no real bearing on faculty development. There are, however, factors which do: incentives and rewards, historical commitment, faculty resources, and interdisciplinary communication. These factors are important considerations in the planning of faculty development programs for inservice education.

Incentives and rewards. The state or private college professor's self-concept usually is that of the teacher first and research-scholar second; whereas, the university professor's view is exactly the opposite. And the reward systems related to career advancement tend to parallel these views. But is the state/private college professor who normally teaches four courses on-campus likely to accept willingly a new assignment off-campus on an irregular schedule? Is the college professor more likely to do so than the university professor? Not likely. Both are equally and fully occupied with an on-campus assignment and both will have to give up things they may prefer to do. It matters little whether the professor normally is rewarded for teaching or for research or for both. Unless there is a powerful incentive to accept the new inservice assignment, neither professor is likely to volunteer for it.

Neither is it likely that the reward system which is characteristic of a particular institution will change dramatically, except under very unusual circumstances. One such circumstance--not so unusual in the past decade--is a decline in enrollments. In periods of declining enrollment, faculty members are strongly motivated to do whatever they can to attract students. The incentive is job protection for themselves and for colleagues. With such a powerful incentive, faculty members are remarkably cooperative, creative, and energetic. They teach extra courses, accept committee assignments to plan new programs, participate in recruiting activities, learn new teaching techniques, and even accept reductions in salary. We don't mean to sound cynical, but such behavior seldom lasts, generally only as long as enrollments are down and faculty positions are being taken out of the budget. As soon as the situation stabilizes and the incentive for extra work is removed, faculty members return quickly to previous work assignments and work habits. Even though changes which occur during periods of retrenchment seldom are permanent, it is encouraging to know that college professors are capable of change and that they are adaptable. At least we know from such experiences that colleges and universities have much to contribute, and that they *can* change with great speed and effectiveness, contrary to popular belief. The fact remains, powerful incentives for change are typically not long-lasting, and changes which are made under such unusual circumstances are seldom permanent. Our task is to effect change which will be long-lasting. Is it possible permanently to alter the reward system on a given campus for a segment of the faculty, and to restructure the curriculum and delivery system for that segment alone, just for the purposes of inservice education? Or is it necessary to create a separate administrative unit and to let "old" faculty members go so as to make way for "new" ones? Or will mechanisms other than rewards influence faculty change, e.g., faculty involvement with school personnel in decision-making-oriented research endeavors? We will consider answers to these questions later.

Historical commitment. Some colleges and universities have a long-established working relationship with the public schools in the region, others do not. Such linkages and collaborative arrangements are not necessarily related to the type or size of the institution. Often other forces are more influential in the shaping of such historical commitments: geographical location, proximity of other institutions, administrative leadership, and the interests and capabilities of the faculty. The extent to which such a historical commitment exists on a given campus most certainly will be a determining factor in the development of the faculty for inservice work. But does the institution with such a history have less of a problem than the institution which does not? Is there any hope at all for the institution which has remained aloof, or has tried and failed to establish effective collaborative arrangements with the schools? Again, our views come later in the report.

Faculty resources. Many factors influence the number and type of faculty resources available to an institution. Among these are institutional size and the consequent variety in specialization and talent available, the percentage of senior tenured faculty in contrast to newly trained faculty members, and the local incentives attached to professional development. Institutions will need to consider the demands of public schools and their own potential for meeting these needs before making commitments to faculty development for inservice education. They will be influenced by the recognized strengths of the institution, the extent to which faculty recognize personal deficiencies, the projected effects of retraining on individual faculty, and the institution's own priorities. For many institutions an effective faculty development program will be a viable response.

Interdisciplinary communication. Faculty members on a campus are organized into administrative units out of practical necessity. Curiously, the organizing basis is the academic discipline of the faculty, not the curriculum which is planned for students. So the educational psychologist talks with other educational psychologists, and the curriculum specialist talks with other curriculum specialists. This arrangement works adequately in a college of liberal arts and sciences when the student's major is a single subject such as English or mathematics. But the preparation of an elementary school teacher is multidisciplinary, as is the preparation, at its best, of a high school teacher. So it is important that persons from different disciplines (and departments) talk and plan together. For most of the school's purposes, and particularly for inservice education, it is desirable that specialists work together in teams. To the extent that the lines of communication are open on campus, faculty development efforts will prove reasonably successful. Even large universities with faculties split into extremely specialized groups may provide a favorable climate for interdisciplinary communication. Such openness is not found only on the smaller, relatively single-purpose college campuses.

We will identify ways that interdisciplinary teams may be built, and practices which tend to break down departmental barriers. Let us turn now to a consideration of the larger state setting as it relates to faculty development and inservice education.

Local school and community contexts

It goes without saying that differing conditions in the local schools and in the community influence our ability to provide services to the schools.

We have mentioned the impact of collective bargaining in one large metropolitan area in the state of Washington (p. 5). In that district the teachers' representatives successfully bargained for inservice education controls and benefits. Specifically, the program in that district was building-based, voluntary, and credited, with the district subsidizing the tuition and providing four days off. The contract also provided for teacher participation in decision making, plus an appeals system in the event that the teachers would not agree with the decisions. After the topics were identified, colleges and universities in the area were invited to offer their courses, faculty, and scheduling plans for consideration. Nearly all of not quite one thousand teachers enrolled in the courses offered by one private college. Reportedly, the state-supported institutions fared less well in part because they were constrained financially as well as by their inability to provide instructors well prepared to teach the topics selected by the district. The private college benefited from a carefully planned faculty development effort. One faculty member was assigned to assess the needs of the local district, to motivate highly qualified faculty members to focus on a few subject areas which were evidently needed (reading, mathematics, special education, etc.), and to begin working with school personnel, especially teachers, in the detailed planning of course offerings.

This one case history illustrates all that must be considered in the local school context: collective bargaining contracts, the assessment of needs, including that which is district-mandated and teacher-organization mandated, formal provisions for funding and scheduling, and well-coordinated faculty development programs in preparation for site-specific inservice program offerings.

Community priorities are not overlooked. They are assumed to be part of many needs assessments. Perhaps the focus of recent Teacher Corps projects (Cycle XIII) on community involvement through community councils has underlined the need to consider the community more than we have in the past, however. The oft-cited Coleman study (1968), which linked socioeconomic factors to achievement in school--and the subsequent channeling of federal support to schools in low-income, multi-cultural areas--also directed us to heed the needs of the community. Nevertheless, we still know very little about those school/community relationships, nor the effectiveness of the programmatic efforts to better prepare school personnel to involve parents and other members of the community in the schools. Recent research on the ecology of the classroom, which considered the relationships and interconnections between home, school, peer groups, and the working environment, suggests that the classroom teacher can overcome these forces and exert a powerful influence on pupil achievement (e.g., Rayder, et al., 1978).

> The higher the teacher rates herself as a strong, positive influence, the higher the child achievement. Also, child achievement is higher when the classroom teacher reports that the Principal and central office administrative staff are positive influences. Curiously enough, child achievement is also higher when the teachers report the environmental influences to be more negative. (Rayder, et al., 1978, p. 62)

Clearly, differing community contexts impact the effectiveness of the schools, but the implications for school or college personnel development are still very tenuous.

State contexts

States' influence on the ability of college of education to serve the needs of the schools varies widely from state to state, but changes are being made, and the trend is favorable with regard to inservice education in the schools. Our problem is that the states are moving to provide financial aid directly to the schools through central state school offices, not through colleges and universities. Some states have earmarked funds for institutions of higher education and have mandated that schools and colleges work together to improve the effectiveness of public schools, but most states have left it up to the schools entirely.

State-level conditions are changing in ways that are predictable to those of us familiar with the implications of the handicapped child law (PL 94-142): the public mandate that the basic skills be mastered, and the critical questions faced by educators at all levels who work with children and youth from multicultured or low-income areas (and for whom English often is a second language) would naturally entail problems of some complexity. The problems encountered by the teacher who works with pupils in the latter category often are subsumed under the heading, "discipline problems." Colleges of education have not prepared currently employed school personnel to deal effectively with limited-English-speaking students, with children whose school achievement is not fostered by parents and others in the community, and with handicapped children. And, for whatever set of reasons, we evidently have to assume some of the responsibility for the evident failure of the public schools to teach the basic skills adequately. It comes as no surprise, then, that the colleges of education find themselves behind the door when state funds (and federal funds through the states) are being passed out.

Common elements in statewide inservice initiatives are listed in the AACTE publication, Legislative Briefs (December 1977, p. 6), as follows:

1. School inservice program objectives should reflect local, state, and federal priorities.

2. Programs should be designed to effect improvements in teaching in an entire school.

3. Programs should be designed to encourage the active participation of all those the program will affect.

4. All programs should be voluntary, with the direction and evaluation determined by participants.

5. Program consultants or resources, workshop leaders or course intructors, are to be selected by participants, and all programs are to be offered on site.

6. Programs are to based upon a locally-designed education plan (which then is to be the basis for state support).

Proposed changes in federal legislation which are expected to be considered during the next session of Congress are very similar to the state initiatives for inservice education, particularly the Massachusetts plan. (Legislative Briefs, December 1977, p. 1). The inservice training provisions are directed

at the type of job-embedded inservice education needs which are the focus of the present report.

Increasingly, states are tending to provide support for the establishment of some type of resource/service agency for teachers, to be planned with significant input from teachers. The state-supported resource/service agency is not the same as the Teacher Center prototype first described in the James Report (Lord James of Rusholme, 1972) as a relatively informal center where teachers can meet to socialize and pursue their educational interests. Instead, it is an agency which lies somewhere between the state education agency and the local education agency in the overall scheme of things. Texas and Florida have already pioneered in this realm and, hopefully, have established the precedent for state legislation.

In both Texas and Florida the supporting legislation provides money for the schools as well as the colleges, and requires that the operation of the resource/service agency for teachers be a collaborative arrangement. However, California recently passed a law (AB 551, in 1977) which authorized school districts to establish staff development programs and "school resource centers" which are linked to institutions of higher education only "if feasible." The California legislation is similar to proposals under review in Michigan and Massachusetts. The California law, AB 551, actually is the funding authorization for the better-known, more comprehensive bill, AB 65, which requires an on-site staff-development program for all school personnel as but one piece of the state mandate to provide equal opportunities for all children. Of importance to colleges of education in California is the fact that neither AB 65 nor AB 551 specifies the role colleges and universities are to play in the mandated inservice education programs.

The preliminary results of a "state-of-the-scene" survey of inservice education at the state level (Collins speech, National Council of States on Inservice Education Phoenix conference, 1978) indicate that 90 percent of the states have formal authority regarding inservice education for staffs at the local school district level. Of those, nearly all provide the option of credit-bearing, campus-based courses. And it is evident that college/university faculties are "occasionally" or "generally" involved in the initiation, planning, implementation, and evaluation of inservice education activities. Local staff development funds are used to support inservice activities in a majority of the states (77 percent) primarily to support skill improvement and to meet local needs. State and federal funds are used to support inservice programs in nearly all the states (90 percent) but for special purposes: bilingual education, handicapped children, the gifted, vocational education, and Teacher Corps. The survey results are reassuring because the "state-of-the-scene" is not really new or startling. However, the impact of the more recent state initiatives reported above may not yet be felt by those who responded (individuals designated by chief state school officers in each state).

Only time will tell whether the trend is in the direction of state mandates for schools and colleges to collaborate (as in Texas and Florida) or to join forces "if feasible" (as in California). The fact remains, in either case, the trend is for the states to increase the level of financial support for inservice education and resource/service agencies.

Another positive indicator is that in some states higher education governing bodies are exploring alternatives to the conventional method of budgeting which ties budgets directly to enrollment of regularly matriculated students. The alternatives should enable state-supported colleges of education to serve the schools in ways which do not earn student credit hours or

tuition credits, but to share the cost with the schools as many privately supported colleges do. We know very little of the alternative workload formulas except that planned program budgeting techniques often are employed.

Although the differences among the states are broad and complex, there are categories into which many states may be grouped:

- states which support inservice education, often through some type of resource/service center, and which provide some financial support directly to colleges of education (e.g., Florida, Texas)
- states which provide for inservice education, both programatically and financially, but which provide financial support for colleges and universities to participate only indirectly through local or state education agencies (e.g., California, Massachusetts, and Michigan)
- states which provide financial support, but only in limited ways, e.g., only for teachers of the handicapped (e.g., Washington)
- states which foster inservice education through enabling legislation or policies, but which provide no financial support to any agency (e.g., Oregon, which has a teacher-dominated certification and accreditation commission that fosters collaborative arrangement and awarding of certificates on the basis of demonstrated competency in the classroom)
- states which are in the process of upgrading certification standards, and which provide financial support to colleges of education to "retread" employed teachers (e.g., Colorado)
- states which are asking colleges of education to reduce the size of the faculty and to limit enrollments to keep pace with declining enrollments in the public schools (e.g., Illinois).

It is difficult to imagine how colleges of education can mount effective inservice programs of the job-embedded type under the conditions which prevail in some parts of the nation at the present time. If the states do move closer towards the groups at the upper end of our classification scheme (above), then the burden of the response will be on colleges of education, not on the states or the local schools. Nearly all those who have spoken to the problems and issues involved in faculty development for inservice education have stated that it is up to *us* to change, not the public schools. Strangely, very few have mentioned the forces that operate at the state level.[1] If our predictions are accurate that the states will move to support collaborative inservice endeavors, and the local schools will continue to turn to the schools of education for technical assistance and instructional support--the colleges of education will be challenged by new and different needs and expectations.

In the following section we identify the needs and expectations derived from our analysis of the changing conditions. Further along in this report these needs and expectations are translated into the roles and assignments college of education faculty members will be asked to assume, and the implications for faculty development for inservice education.

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[1]For more details, refer to the Edelfelt, Agne, and Ducharme articles reported in the March-April 1977 issue of the Journal of Teacher Education; the Shanker speech reported in the September-October 1977 issue of the Journal of Teacher Education; the Howsam, Grant, and Howey speeches reported in the 1976 NCSIE publication included in our list of references; and Report I of the ISTE series by Joyce, Howey, and Yarger, 1976. By contrast, Winterton places the burden squarely on the schools in the March-April 1977 issue of the Journal of Teacher Education.

IV. THE IDENTIFICATION OF FACULTY DEVELOPMENT NEEDS FOR INSERVICE EDUCATION

The primary charge to the Steering Committee was to identify and to analyze what college of education faculty members need to know about inservice education in order to participate effectively. Regional staff development workshops attended by representatives of all segments of the teaching profession were to be the primary source of information and ideas. At the first regional workshop in San Francisco we were persuaded that the needs were already well known, particularly by administrators and faculty members who have participated in Teacher Corps projects. The large majority of those who attended the San Francisco workshop had Teacher Corps experience. They came to the workshop hoping to learn faculty development strategies for meeting the needs. Consequently the emphasis of the workshops was shifted, and thereafter the Steering Committee searched for working models of faculty development programs and for ideas which would suggest ways to go about the task in different settings.

Participants at the second and third regional workshops were more broadly representative of the profession, hence they were more responsive to the question of needs. They were familiar with them, but were appreciative of the opportunity to broaden their awareness. Anticipating that some of our readers also may appreciate a review, we present below a listing and brief discussion of needs before addressing the question of roles and strategies.

Before we focus on responding to school-based needs, we wish to affirm the broader mission of colleges of education in research and direction setting. This is a responsibility we cannot ignore. A certain degree of detachment from the everyday practical problems of the schools is necessary for us to be objective in performing our broader mission. This detachment from the field may create tensions in our working relations with school personnel, particularly when our research findings are inconclusive (as they too often are), or when they are not directly applicable, or even when our efforts to build better mousetraps imply unwarranted criticism of ongoing school practices. We should strive to reduce tensions, but not lose sight of the fact that a certain amount of tension between the research-scholar/teacher-educator and the school practitioner is necessary and desirable. The newer approaches to decision-oriented research, which require close collaboration between college researchers and school personnel, may reinforce the role distinction and at the same time foster closer working arrangements (see page 25 for reference to research).

Discussion of needs

It is evident from comments made at the regional staff development workshops that many who have been active in inservice work are convinced a large majority of college of education faculty members are not aware of the importance of inservice work and of the different skills and attitudes required. At the Mt. Pocono, Pennsylvania workshop, Roy Edelfelt commented that many college faculty members still act as though they believed inservice education is either "doin' something to somebody" or "runnin' something for somebody." At the same workshop, Betty Dillon listed the following skills needed by college faculty who choose to work in the schools:

- how to motivate the adult learner
- how to rely on the learner as a resource
- how to handle adults who are less willing to change (it takes longer and requires different techniques)
- how to "sell" college services
- how to relate research to practice
- how to plan collaboratively.

Betty Dillon also recommended some principles of learning we might consider:

- Adults have a greater need to be self-directed.
- Learning is more successful when it is in a comfortable setting and is not forced.
- Learning is more successful when it is problem-centered.

Bodie Sorenson spoke thoughtfully to the question we are considering (AACTE Staff Development Workshop, San Francisco, January 1978). Her presentation was a plea to college and university faculty for *help*. And she was specific about the kind of help that is needed in her situation. What she said deserves our careful consideration:

> "... The colleges then assume the role of facilitator ....We need very specific kinds of people from colleges ...
>
> 1. First of all, we need a person who can sense the school climate when he or she walks in--what makes this building tick, what makes this staff work together. Having made that assessment, the college facilitator needs the skills to establish trust and support, to create an atmosphere of sharing with the staff so that the staff members will share with each other. All of this is the necessary backdrop to the well-organized expertise the facilitator brings to the class.
>
> 2. This college person needs to be able to involve the principal and teachers in the class (seminar, workshop) as equals, without offending anyone. That is a real skill.
>
> 3. This person needs to train us to be better decision-makers; I can't emphasize that thought enough. We need that training. We need persons who are skilled in doing that. In the school we are often too involved, too fragmented as a staff, too busy even to sit down together to assess where we are and where we want to go.
>
> 4. We need a college facilitator skilled at needs assessment, and more importantly, skilled at leading a staff through such an exercise in a fairly painless and efficient manner.
>
> 5. We need a college facilitator who knows, practices, and can teach effective communication training. There is nothing more thrilling than to be involved in a class where a facilitator knows how to use communication skills and can get a staff to discuss subjects they have been skirting for a long time--because no one dares bring them up for fear of offending or of getting involved in yet another

committee. In these classes you hear opinions expressed that never get mentioned in faculty meetings.

6. We need a facilitator who can pick up on what the staff is already doing well and then help us to do it even better. We need help in building on our strengths and convincing us of our potential for growth.

7. We need help in developing in-house leadership. We need someone who can assist in developing a nucleus for change within our building that will work long after he or she has left.

8. We need a college facilitator who can create an optimal degree of tension--not so much that we grow defensive or get turned off, but enough to get us excited. Enough to make us think, "What if we really could do that, wouldn't that be exciting!"

9. We need a college person who can build on the program we already have. We've tried so many new programs and so many have gone down the tube. We need to concentrate for longer periods on existing programs and make them even better.

10. We need a college person who will focus on the situation in our school, the specifics of our problems. We need fewer generalities and fictitious situations. We need practical help that is a bridge to the basic research the college person is in touch with.

11. We need a college facilitator who can bring some immediate successes, rewards, and hands-on activities that can be tried with minimum preparation in the classroom the next day.

12. We need a college person who *demonstrates* alternate teaching styles, who extends our thoughts, and who builds credibility by delivering, both in words and action.

13. We need a college facilitator who is aware that we in the class often come to the classroom feeling isolated, unsupported, and terribly drained.

14. And finally, we need a college person who, from the first, makes clear that the activities of the inservice class have *absolutely nothing* to do with our formal evaluation. The goal is better teaching."

These and other comments made at the regional workshops may better communicate what we are up against.

<u>What does the college faculty member need to learn and to do?</u>

1. Many college faculty members need to up-date their perceptions of inservice education in the public schools: What is the real state-of-the-scene? For example:

- The organized profession is assuming increased control of policies and procedures affecting inservice education of school personnel.
- Much of the financial support directed to inservice activity is funded through public school channels rather than through colleges of education.
- Public school personnel tend to seek help from colleges of education on their own terms; schedule, site, cost, and content must suit them.
- Measures of value used by college and public school personnel may differ. For example, colleges may use rigor of courses and credit as measures, public school personnel may value relevance and delivery.
- Needs assessment studies indicate that classroom teachers want help in classroom management, multicultural and bilingual education, education of the handicapped, and early childhood education.

2. If they are to become involved in inservice education, many college faculty members need to prepare for new and different assignments/ roles; they need to learn new skills. For example:

   - New roles: that of a "stranger, outside observer, applied anthropologist; teacher advocate, principal advocate, friend at court; linker, referrer, resources retriever." (Drummond, 1978, p. 26-30)
   - New skills: how to organize and formalize new interagency administrative units, how to work with school personnel on a collegial basis, how to use decision-making, group process and communication skills in interagency settings.
   - New awareness: the need to stay current with federal and state mandates regarding curriculum will be critical.
   - The ability to demonstrate the skills and practices being taught will have to be renewed.
   - Particular field experiences may have to be designed to provide faculty development opportunities for individuals outside the college of education who wish to participate in inservice activities.

3. Faculty members need to increase the level of their understanding of the worklife of school personnel (and vice versa) through direct experience, (e.g., team teaching) and serving as resource personnel.

4. Similarly, faculty members need to become aware of the roles and assignments of school-based teacher-educators, e.g., the resource teacher, clinical supervisor, inservice coordinator, and department chairperson.

5. There is need for different planning, packaging and delivery systems, which ought to be characterized by:

   - collaboration in planning and programming
   - unique quality standards and controls (yet to be defined)
   - special financing arrangements (contracts, open bidding practices, etc.)
   - unique course crediting and recording systems
   - new approaches to teaching (adults, non-traditional students)
   - new approaches to assessment and evaluation (needs assessment techniques, cost/benefits analysis of technical services, follow-up studies)

6. Colleges of education that wish to be involved in inservice activities need to promote administrative organizations and practices which will facilitate such involvement.

   - The college/university needs to establish a locus of responsibility which will give vigorous leadership and effective coordination to inservice activities, one which will publicize the service capability of the institution.
   - Traditional means of giving incentives and rewards, computing workloads, and scheduling faculty time need review and revision.
   - Communication lines across departments need to be opened up so that the total resources of the institution can be made available.
   - The college of education needs to build bases of support with appropriate groups on and off campus which will undergird faculty development efforts.

7. Colleges of education need to encourage the newer approaches to research which cause college and school personnel to work together as research teams (see p.25 for applied anthropological approaches to scientific study).

8. Faculty members need to explore and develop appropriate evaluation models for assessing the effectiveness of faculty development programs (as opposed to institutional review of individual faculty members for promotion, tenure, and salary increases).

9. College faculty need to take responsibility for a vision of the future that, in the effort to respond to immediate school-based needs and expectations, does not lose sight of the broader purposes of education.

Relationship of needs to functional components of inservice programs

Our purpose is to use the needs listed above as a springboard for the discussion of the roles and assignments which college of education faculty members will have to assume, and, from there, to go into a discussion of faculty development strategies and resources. These roles and assignments are more likely to be meaningful if linked with the functional components of inservice education programs. These components are:

- Governance
- Funding
- Management
- Delivery systems
- Assessment and evaluation

Many different tasks must be accomplished and some new roles assumed within each of the components. Some are seen as extensions of familiar campus-based assignments of college faculty and administrators; others imply the creation of new roles and the learning of new skills.

V. NEW ROLES AND DIFFERENT ASSIGNMENTS

In a recent publication (Massanari, Drummond, and Houston, 1978) Drummond describes sixteen emerging roles of the college-based teacher educator:

- Instructor, instructional manager, diagnoser/prescriber
- Advisor, preservice student advocate, group facilitator
- Committee member, project team member, policy maker
- Clinical supervisor, performance feedback provider
- Linker, referrer, resources retriever
- Writer, editor, correspondent
- Instructional designer, materials developer
- Curriculum designer, program developer
- Demonstrator, modeler
- Data collector, situation describer, documenter, needs assessor, data analyzer, program evaluator
- Researcher, model builder
- Professional counselor
- Organizational consultant, communications consultant
- Stranger, outside observer, applied anthropologist
- Teacher advocate, principal advocate, friend at court
- Team leader, project manager, contract administrator

These emerging roles are derived from an analysis of the changing conditions on campus, in the local schools, and in the state and nation.[2] Drummond's analysis and role descriptions closely parallel our own, and thus provide an excellent basis for further exploration. We have attempted to fit the sixteen role descriptions into the five component areas of inservice education (governance, funding, management, delivery systems, and assessment/evaluation) as a means of assuring ourselves we have not overlooked an important role. The exercise also enabled us to stretch the limits of Drummond's unique effort by adding to and modifying his original list. The results of our efforts are summarized in the paragraphs below.

Our analytical efforts did bear fruit in at least one respect: it became evident that each role identified by Drummond could not be made synonomous with a full-time position. In a single full-time assignment, a faculty person could effectively perform two or more of his roles. We hasten to add that Drummond himself probably did not consider each of his role descriptions the equivalent of one full-time position, but his descriptions are open to misunderstanding.

Similarly, it is evident that a single faculty member might be assigned to work in two or more of our five-component areas. For example, the person serving in a managerial capacity in an inservice education program may also contribute to the assessment/evaluation effort; and, very likely, the person who helps teach or who provides technical assistance (the delivery system) will also contribute to the evaluation of the participants.

As another general outcome of our test of "fit"--with the help of Occam's razor (i.e., the principle of parsimony)--we were able to put the governance and funding role descriptions together and thus pare the five components down to four.

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[2]For a concise summary of the work of college-based teacher educators in transition, see Appendix E.

Roles and tasks associated with governance and funding functions

Included in this category are activities associated with the board of directors of a formally organized consortium of colleges of education, school districts, and other organized groups in public education. Most college/university and school administrators are on foreign ground in such settings, particularly when it comes to provisions of financial support, the development of mission and goal statements, and the development of policies pertaining to decision making and control over operations. The administrator suffers conflicts of interest and loyalty, and often is not sure how to gain support from the institution or agency he or she represents.

Role descriptions:

- Organization developer, policy negotiator, charter writer
- Committee member, program initiator/planner, policy advisor

We think primarily of the college representative--such as the dean of education--who is an administrator, but Drummond reminds us that faculty members serving on high-level committees also become involved in governance and funding. Whereas the college administrator will serve on the board of directors of multi-agency organizations, the faculty member will serve on program and policy committees which actually initiate and plan the inservice activities.

These roles for both the administrator and the faculty member are merely extensions of already familiar campus roles. For the administrator, the role will stretch the limits of administrative talents in organizing, negotiating, and rule-writing. For the faculty person, it will transfer the familiar role of a committee member on a high-level policy committee in the faculty governance system to that of a college/university representative on a teacher center council or contract team. Both the administrator and the faculty member will be obliged to sharpen their knowledge of state law and institutional regulations concerning contracts and funding, as well as the corresponding rules and customs of the other agencies involved in the inservice effort. The administrator will also have to clarify the limits of authority of all persons with whom he or she is working, and to become much more discriminating on issues involving the sharing of power and the allocation of resources.

Funding arrangements are usually resolved by boards and administrators, but not *all* funding arrangements are made at that level. Quite the contrary, the initiative for funding very often is assumed by project directors and other faculty leaders, while business office personnel handle the arrangements. The college administrator serving in this board-level capacity will have to inform himself or herself about the funding arrangements in greater detail.

Roles and tasks associated with management functions

In the type of collaborative arrangements referred to above, intermediate-level administrators who actually direct and supervise inservice activities may also need to learn new skills because they work in complex interagency settings. In order to supervise the work of persons employed

by different agencies, they may have to learn team-building skills and how to reduce conflicts. In the process of setting-up and starting-up, middle-managers may become involved in the specifics of competitive bidding and negotiating special financial arrangements. And as supervisors, they may have to make on-the-spot judgmental decisions based on quality-control policies which may seem very new and different.

Role descriptions:

- Team leader, project manager, contract administrator
- Linker, referrer, resources retriever

The familiar role of the project director is expanded to include the coordination of interagency teams whose members may at first be distracted by conflicting loyalties and feelings of distrust. Such feelings are overcome in time and with experience, but the leader's role is the key to the success of the team effort. Drummond suggests that we look to private industry for models of good faculty development programs, and that we consider the establishment of college/industry training programs for the persons who function in this inservice role.

As a preparatory experience for leadership, Drummond also recommends experience as a linker, referrer, and resources retriever. Helping others get in touch with persons or agencies with the expertise or resources to help with a particular school problem requires a broad knowledge of resources within a region and in a variety of different organizations. It also requires an ability to establish relationships with key persons in the various regional agencies based on mutual trust and respect. This takes time, so Drummond suggests that assignments in this functional area be for two-to-five years, ideally as part of long-term contracts with the schools.

Roles and tasks associated with the delivery of services (delivery systems)

This component of inservice education is very broad and encompasses instructional roles, instructional media and design roles, and technical assistance roles. It includes all that pertains to the academic planning of inservice projects, to actual teaching or consulting, and to the development of instructional materials. Job-embedded inservice education endeavors create new problems for many college/university professors, and they may require the professor to examine critically the teaching methods he or she has found worked well enough in the college classroom. Since the professor is now working with experienced teachers and other school personnel, they may be somewhat impatient, even hostile. And the professor certainly will have to work on a different schedule and in a different setting.

Instructional roles:

- Instructor, instructional manager, diagnoser/prescriber
- Advisor, student advocate, group facilitator
- Demonstrator, modeler

The instructional role of the faculty member is expected to be different in a number of ways, as was pointed out above (odd schedules, more mature students, and so forth). In addition there will be increasing reliance on

self-instructional packages or modules such as mini-courses, protocol materials, and audio-tutorial instructional systems.[3] Making such materials available on site or in the Teacher Center is proving eminently useful to meet teachers' schedules rather than our own.

The role of the academic advisor is not limited to undergraduate instruction; students in inservice programs have unique problems which require special handling. Advising the off-campus, non-traditional student becomes more personal and time-consuming. The advisor becomes the student's campus advocate and go-between, particularly when questions of credit for inservice courses, or demonstrated competency waivers are raised. The inservice instructors will need to practice what they preach if they expect to assume the primary role. We have the word of some regional workshop participants that schoolteachers prefer to learn from other schoolteachers who can demonstrate what they are talking about.

Instructional media and design roles:

- Instructional designers, materials developer
- Curriculum designer, program developer

In part because self-instructional, multi-media packages or modules have found their niche in the Teacher Center and resource/service agency, the role of the media-oriented instructional and curriculum designer is increasing in importance. Drummond suggests that the college person will be called on to design and develop the self-instructional courses and course sequences because school personnel do not have the time to do it for themselves. College specialists will be successful to the extent that they can apply their knowledge of adult learning, programmed instruction, cognitive styles, instructional strategies, and evaluation to the particular needs of school personnel and to unique school conditions. He also predicts that generic, process-oriented curricular designs which can be refined and adapted to specific needs at the building level will be favored in the future. For programs to be successful, school personnel and parents will need to have a direct hand in the final stages of application.

Technical assistance roles:

- Organizational consultant, communications consultant
- Researcher, model builder

The consultant's role description reminds us that we provide the schools with technical assistance as well as direct instructional services. Particularly as collaborative school/college efforts become formalized, the consultant's knowledge and skill will be needed; the college of education will be expected to provide this talent. The organizational specialist will need to develop skills in diagnosing organizational and communication problems in complex multi-agency organizations and in helping all concerned improve the effectiveness of such organizations.

The researcher and instructional model-developer very often can provide the direction and assurance needed by hard-pressed school personnel faced with such overwhelming practical problems as mainstreaming handicapped

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[3]A good reference on modules, of which the audio-tutorial method is one type, is Creager and Murray, 1972.

learners and individualizing educational programs. Although college of education research specialists seldom can offer panaceas, they can provide concrete examples of new approaches which have been tried out under laboratory conditions in classroom-like settings, or at least offer ideas based on related research findings. To become even more helpful, college of education researchers and model builders should strive to work more closely in team arrangements with classroom teachers and supervisors (see p. 25 for anthropological and ethnographic approaches to scientific study). We must devote more time and effort to planning such collaborative arrangements; the school person who may not have learned the necessary attitudes and research skills in the course required to complete a part of a master's degree program needs our help. To the extent that the researcher or model designer proves successful in building effective school-based research teams, the problem of financing research-related efforts may be partially resolved by the willingness of school districts to channel funds from federal and state government to support such highly instrumental research and new development activities.

Roles and tasks associated with assessment, evaluation, and dissemination

This component overlaps delivery systems, but it is separated out because it includes more than just the evaluation of student progress and achievement. "Needs assessment," the systematic effort to identify, for example, what a particular group of teachers or parents may consider important or necessary to improve a school or school system, is also included, as is "follow-up" which calls for the assessment of an inservice instructional or technical assistance effort on the basis of short-range and long-range benefits. Cost-benefit analyses may be included here, and most certainly dissemination activities which may follow on the heels of systems-assessment efforts.

Role descriptions:

- Data collector, transcriber, machine-data analyzer
- Documenter, needs assessor, program evaluator
- Outside observer, situation describer, school anthropologist
- Writer, editor, correspondent

The technology of data processing has advanced sufficiently far--in terms of reasonably priced computers and the software which controls the machines--so that networks of school reporting and accounting systems soon will be commonplace. One side-benefit will be large "data bases" which have potential research value. Data collectors and analysts, working with research theorists, will have to take careful precautions to assure that the information is collected and stored in ways useful for research. Careful planning also is necessary to assure that researchable questions can be answered using the data base. Too often a mass of information collected for one purpose has little value for other purposes unless the other use is *anticipated* when the data are collected and stored.

Specialists who help school personnel evaluate programs and identify educational needs of schools and the community may also be found in the college of education. Program evaluation and needs assessment necessarily should be done by outsiders. This is a familiar role for college of education faculty, often one which a school study council would have performed in

years past. The current situation is different. School teachers and community representatives may serve on the school study council as well as school administrators, and the council may have a much more important part in the deliberations which are part of the decision-making process for both the college and the schools involved.

Persons in these roles will have to be up-to-date on techniques for collecting information that will be used for both research and evaluation, on the latest methods of evaluating competency-oriented curricula, and on computer-based management information systems. They will have to become increasingly sophisticated in the methods of reporting findings to the public via the mass media.

College faculty will be called upon to work on the solution of practical problems, using techniques of the anthropologist and the ethnographer, to provide scientific descriptions of the cultures and customs of various groups.[4] Working as an outside observer or as a participant observer, and using refined observation schedules, interviewing and descriptive techniques, the college person can make judgments which the involved teacher, principal, or parent can not. Such techniques also will become increasingly important as a means of building the base of knowledge needed for the profession of teaching. Large-scale studies which use elaborate experimental designs and highly technical statistical tools are but one means of advancing knowledge. That which works and is used in the schools seldom is planned for, and when breakthroughs do occur in teaching we should be willing and able to employ clinical methods, such as Piaget and Bruner have used, to document them. Piaget and Bruner both gained much by careful observation of children doing things and by astute questioning of children as they manipulated objects.

Drummond calls our attention to the disseminating role of the writer, editor and correspondent who prepares material for the news media as well as for professional journals and textbooks. Public knowledge of school activities is essential if we are to regain public confidence in the schools, if we are to reverse the ebb-tide of public support for the schools. We do not see the public information role as one to be filled by a college person necessarily; it could as readily be a trained journalist-educator employed elsewhere. But there can be little doubt that the need is there and that our professional publications are not for public consumption. Persons in this public relations role should be able to translate the "pedagese" into the vernacular, and moreover, to report what we consider important in a way that conveys the excitement and the hope we feel.

Other supporting roles

Drummond identifies two other roles which we cannot easily categorize:

- Professional counselor
- Teacher advocate, principal advocate, friend at court

Obviously, these are supporting roles which are needed. The personal and professional problems of school personnel are not likely to diminish in the future. Without denying the need, we doubt that either of these supporting roles are as significant for college of education faculty as those previously mentioned. The services of a college-based counseling center overlap with that of private clinics or practices, but the services of the latter may be

[4]The staff members of the Center for New Schools, 59 E. Van Buren, Suite 1800, Chicago, Illinois 60605, reportedly have used such techniques successfully.

more appropriately endorsed by school clients. Similarly, college of education faculty can and should support the interests of school associates in the continuing fight for understanding and support; whether this should be part of a faculty member's work assignment is open to question.

VI. SEARCH FOR STRATEGIES OF FACULTY DEVELOPMENT FOR INSERVICE EDUCATION

By strategy we mean the method of planning and directing a faculty development activity or program: the general approach, omitting the details. The participants at the regional workshops frequently wanted to know what to do about the faculty person who is not aware of the problems of inservice education, or who does not know how to work as a team member, or who is unaware of what he or she needs to know in order to make a contribution. Although efforts were made to provide answers, our workshop speakers and leaders were able to identify only a handful of institutions which have well developed programs designed especially to prepare faculty members for inservice education assignments. Those working examples are described briefly in Appendices B and C. From the few available working examples, we have identified common elements put together, with help from Steering Committee members, as a college-wide approach (general strategy) in section VII of this report.

We were able to identify many specific resources for faculty development activities (i.e., materials, practices, and procedures) designed for more general faculty development purposes at the college level. And it is evident that the resources used for our purposes by those few colleges of education which provided working examples bear a close resemblance to resources designed for other faculty development purposes and also to some which have been developed for staff development use in the public schools. We have selected specific examples from those other sources as well as from our workshop speakers and participants. These resources are presented in Appendix A.

The search for examples

In the search for illustrative faculty development strategies we have relied on speakers and participants in the regional workshops, on scholars who have reviewed the faculty development practices in recent years, and on the knowledge of members of the Steering Committee. Two recent reviews of faculty development practices and resources provided valuable current information (Centra, 1976; and Bergquist, 1978), so the Steering Committee considered it unnecessary to extend the search beyond a "mini-survey" of AACTE member institutions.

A 1976 report by John Centra, Educational Testing Service, reports the results of a survey of 2,600 accredited, two-year and four-year degree-granting institutions. Of the 1,783 institutions which responded, 60 percent reported that they had a faculty development program. A more detailed analysis was made of 756 institutions (408 four-year, and 326 two-year institutions) which returned completed four-page questionnaires. It is sad (but not surprising) to note that the professors judged to be the better teachers from the outset were reported to be the ones most frequently

involved in faculty development programs. The respondents also reported that faculty involvement is especially poor at the larger colleges and universities.

How do we entice faculty who need to improve into developmental activities? Centra notes one possibility suggested by the Group for Human Development in Higher Education: that every faculty member be obliged to spend 10 percent of his or her time in improvement activities. Another suggestion would reward participation in some tangible way--a practice which is strongly discouraged by those who believe promotions and salary changes should not be linked to faculty development activities in any way. By and large, the survey findings support what one might expect: instructional assistance workshops, seminars, and conferences with special consultants; small grants for instructional materials development and for travel; and assessment by peers and students. Judged least effective was the practice of giving monetary awards for excellence in teaching, or circulating newsletters on good teaching practices, or periodically reviewing teaching performance. In view of the rash of faculty development programs in institutions of all types across the nation, it is discouraging to find so few practices that are new or different.

Bergquist (1978) and Bush (San Francisco Workshop speech) also have identified a number of the more promising practices, based on their own experience and contacts. Even the more promising have a familiar ring, however. The identifying titles are descriptive of the practice in most instances: instructional diagnosis, self-assessment, portfolio evaluation, life-planning workshops, and micro-teaching. The reader should not be deceived by the titles, however; the practices and procedures deserve careful study. Even the brief descriptions in the Bergquist article provide many helpful hints. Consider the "team approach" used by the Center for Instructional Development at Syracuse University. The Center staff members rarely work with a single faculty member. They involve the entire department or faculty group because they have been much more successful with individuals when commitment is gained in advance from an entire department or faculty team. This simple but important distinction has obvious implications for faculty development programs designed to meet our special needs.

Results of the AACTE mini-survey

All AACTE member institutions were surveyed by the project staff in January 1978 in an effort to identify good examples of ongoing faculty development programs especially designed for inservice education. Two questions were asked, one requesting information about faculty development activities for inservice education specifically, and the other about faculty development activities for the improvement of campus courses for preservice students.

Of the approximately 600 member institutions, 210 responded immediately; no further effort was made to elicit additional returns. The results are summarized in Tables 1, 2, and 3, below.

Of these 210 colleges of education, 46 percent (97 colleges) reported having faculty development programs for inservice education (A list of the institutions and the persons responding is in the Appendix). Of the 97 colleges, 30 indicated that they are concentrating all of their efforts on inservice education (14 percent of the 210). Nearly all of the 97 colleges are helping faculty members develop instructional skills, less than one half (40 percent) were working on personal/professional improvements (we include

learning new information as professional improvement), and only a small fraction (17 colleges out of 97) were attempting organizational improvements. The types of faculty development activities reported are listed in Table 3: workshops, seminars, and meetings/conferences are the most frequently used to prepare faculty members. The 97 responding institutions are listed in Appendix B.

Table 1

Number of Institutions with Faculty Development Programs of Various Types

Purpose of Program	f
For Inservice Education only	30
For Other Purposes only	111
For Both Purposes	67
No Purpose Listed	2
Number Responding	210

Table 2

Number of Faculty Development Programs for Inservice Education, Classified by Types

Classification	f
Instructional Improvement	95
Organization Improvements	17
Personal Professional Improvement	40
One Type Only	53
Two Types	32
Three Types	12
Number of Programs	97

Table 3

Type of Faculty Development Activity Reported
(For Inservice Education Programs Only)

Type	f
Workshops	57
Seminars	43
Retreats	4
Department Meetings	18
Meetings/Conferences	38
Teacher Center Visits	3
Other	8
Number of Institutions Reporting	97

VII. SUGGESTED COLLEGE-WIDE APPROACH TO FACULTY DEVELOPMENT FOR INSERVICE EDUCATION

From our analysis of institutional, school, and state contexts (Section III) it is evident that there is great diversity in the school-service mission of colleges and universities, and that many complex forces both on-campus and off-campus influence the ability of colleges of education (considered as sub-units of the institution) to serve the schools. It is important that the college of education faculty gather information about state and local conditions and trends, and about their own institution, both within and beyond the semi-permeable membrane of the college of education, before stepping into the breach with inservice faculty development programs.[5] Assess the climate of the campus in terms of incentives and rewards, commitment, faculty resources, and interdepartmental (interdisciplinary) communication as these factors relate to service to schools. Consider the readiness of local school personnel to tap the resources of the college, and face the possibility that your institution may not be willing or able to provide the services needed and expected, even if the schools are ready to turn to the college for more help. And by all means, make at least a preliminary effort

[5]For guidelines on the development of inservice education programs for school personnel which have some applicability to faculty development programs, see Hite and Howey, Planning Inservice Teacher Education: Promising Alternatives, 1977, and Massanari's Chapter Six in Edelfelt, Inservice Education: Demonstrating Local Programs, 1978. Pertinent excerpts are included in Appendices F and G.

to assess the needs of the schools and community. In fact, a needs-assessment project, conducted in collaboration with school and community groups is an excellent vehicle for fostering readiness and response.

It is easy to make recommendations like "Assess the resources of the college of education," and "Assess the needs of the school and community," but it is something else to carry them off. How does one inventory faculty expertise, readiness to participate, willingness, without offense to individuals or groups? How does one determine in a systematic and comprehensive manner whether or not communication lines are open on campus? And what is meant by a collaborative needs-assessment project?

Some helpful ideas may be found in books intended for the public schools (e.g., Schmuck and Miles, 1971; Schmuck, 1972). Bergquist lists a number of individuals in institutions around the nation who have made inroads, including himself (Bergquist, 1978, p. 25), but details are lacking.

Even without knowing the specific procedures for systematically assessing college resources and school needs, we can safely assume that it would be a time-consuming and expensive undertaking if done properly. And, sensible as it is carefully and systematically to prepare, institutional executives seldom find justification for such expensive undertakings. They are more likely to allocate limited resources to the support of new credit-earning projects or scholarly work which brings prestige to the university.

Realistically, therefore, the college of education initiative should be planned as a series of discussions and meetings over a period of months, attended by individuals who do have knowledge of and experience in pertinent areas of the campus, including the college of education administration and the central administration of the institution. *The purpose of these meetings should be clear from the beginning, however*:

1. a go/no-go decision on faculty development for inservice education; and, if go, then

2. the designation of an appropriate unit of responsibility for faculty development and for the coordination of inservice programs (e.g., an appropriate administrative office, or a committee with quasi-administrative responsibility, or both).

Having established an administrative/faculty locus of support for in-service education activities, the college of education will be in a far more favorable position to develop faculty resources and to respond to the needs and expectations of school personnel. The reader will recall the Washington example cited in Section III, page 5 . The institution which stole the march on the others had previously identified a person to foster and coordinate inservice activity, and the responsible person saw to it that the college was ready to compete successfully. We do not know for sure, we are guessing, that the assessment of needs and the faculty development efforts of that institution were neither out of the ordinary nor expensive. The fact that there was a person assigned to make preparations (and we presume that person had financial backing) greatly increased the probability that the needs and expectations of the teachers in the district would be known very early in the game, that consultants could be brought in to help prepare faculty, and that arrangements could be made for individuals to visit the schools and become personally familiar with the teachers and with their problems.

The establishment of a cooperative decision-making group. The establishment of a cooperative decision-making group implies the sharing of power. Robert Bush of Stanford University observed that to share power does not necessarily lead to the loss of power. Sharing power most often results in an increase of power, as well as a broadening of the knowledge, skills, and resources base (San Francisco AACTE Staff Development Workshop). What is needed is a concerted effort to bring together in a collegial relationship those parties involved in the total educational process.

Most colleges of education have well-established but informal cooperative working arrangements with the local schools (and often with far-distant schools as well), so there is understandable resistance to the ideas of formalizing those ties. Yet the move to formalize is more than a trend; it is an almost universally accepted pattern. "Collaborative arrangements" is a commonly used phrase to describe consortiums, resource/service agencies, and some types of teacher centers. At the federal level, collaborative arrangements are required for participation in Cycle XIII Teacher Corps projects and the new Teacher Centers. States like Washington, Texas, and Florida have established such collaborative arrangements since the early 1970's. As we suggested in Section II, the trend in that direction at the state level has gained momentum since California passed AB 65 in 1976 and AB 551 in 1977.

After setting the stage at the institution level, colleges of education should either establish, or arrange to become a part of, a consortium or some other form of collaborative arrangement. Some colleges of education may already be a part of such an arrangement, even before having taken the recommended steps on campus. If so, the necessary moves on campus should be relatively simple. Planning how college of education resources might be utilized by the schools is best done with school personnel, particularly with respect to content and delivery. Cooperative planning not only increases the probability of success of inservice activities, but also assures teacher participation in the decision-making process. Such cooperative planning will more likely take place if the college of education is a member institution in a formalized consortium, regional resource/service agency or teacher center.

Initiating the preliminary inservice education program. It is more than likely that, having identified available college resources, established a locus of campus authority, and joined with school personnel in a planning effort for the benefit of the schools, several specific service activities will be started immediately. Some college faculty members will surface as particularly effective inservice educators, and, if rewarded for their effort, those few will foster the expansion of the embryonic inservice education effort. All this will take place before much thought is given to launching an extensive faculty development program, and the entire faculty development effort may stop at this level. Short-term faculty meetings, or, at best, workshops or seminars led by consultants from other institutions may be all there is to the program. Each activity will be planned to meet the specific needs of individuals involved in particular projects. This band-aid approach to faculty development may be entirely satisfactory for many colleges of education--perhaps for most. On the other hand, this approach may underscore the need for a comprehensive plan.

Moving beyond. Few colleges of education which are optimally supported by conditions at the state and local level, and by tangible institutional

commitments of resources for inservice education, will be able to develop comprehensive faculty development programs for inservice education. The first step beyond the initial response will be to determine what additional faculty resources would be required to more fully provide appropriate college services for the school needs which have been identified. The analysis of institutional needs might best be done by a "futures committee" of the consortium, with school and community involvement. The task of the futures committee should be twofold:

1. to determine what college resources could be developed by an appropriate long-range faculty development program, i.e., without employing additional faculty; and

2. to determine what additional college resources could be redeployed for inservice education purposes if certain situational constraints were removed, e.g., by the development of alternative salary funding arrangements by the institution, or by the development of long-range contracts with school districts.

The first major effort of the futures committee reasonably should be to establish a good fit between the predicted new roles and tasks of college-based teacher educators (outlined in Section IV) and the present and future needs of the local schools and community. This effort should identify which new roles are lacking. The task of screening the faculty for candidates to fill the new roles might also be started by the futures committee, but appropriate personnel committees and responsible administrators undoubtedly will have to complete that important and highly personal process.

The second major effort of the futures committee, how to remove obstacles, is also a pump-priming endeavor. A committee such as we envision could be expected to do little more than survey the conditions at the state, local school/community, and at the institution level (such as those outlined in Section III), and to make recommendations to the governing body of the consortium. Having revealed constraints and suggested what could result if they were removed, the committee will have done its work and the responsible administrative unit can initiate the necessary planning and decision-making process. A consortium board of directors is best suited to decide next steps. In any event, what they decide to do is not likely to be a faculty development activity and is not of immediate concern here.

Getting down to the "nuts and bolts." It should be evident that a comprehensive faculty development program for job-embedded inservice education becomes a highly personal and individualized endeavor if approached as we have suggested. At the "nuts and bolts" level, the activities will be planned to help designated persons learn whatever is needed to assume their new roles. Certain activities can best be done in groups. There will be information to be learned by all (e.g., the working conditions in the local schools, institutional regulations governing off-campus instruction, and the state plan for implementing PL 94-142); and there will be activities in which all participate (e.g., field trips to school sites and teacher centers). But the groups very likely will be small in number, and the participants will be designated in advance. The individuals themselves will be calling the shots much of the time, asking only for guidance: where to meet people, where to locate resource materials, where to find video-taping equipment and technical assistance to prepare mini-courses.

It should also be evident that if a college of education decides to provide faculty development programs for purposes other than those involved in job-embedded inservice education, the range of opportunities for development will be broadened, larger numbers of faculty members will become involved, and the institution will be engaged in more than one programmatic effort.

For specific resources which will assist in the "nuts and bolts" operation, the reader is referred to Appendix A.

Evaluating participants. A cardinal rule of comprehensive faculty development program administration is that the evaluation of participants should not be linked to the institutional system of faculty evaluation until after the participants have made the role transition. The institution's system of incentives and rewards must necessarily be an inducement for the individual to agree to change roles, but he or she should have assurances at the outset that the only consequence of failure shall be withdrawal of the opportunity for a new assignment and the loss of potential for rewards commensurate with a new assignment. In the jargon of the educational psychologist, the evaluation of progress in the faculty development effort should be formative for the individual participant, meaning it should be for the purpose of helping the participant progress. If there is to be a summative evaluation it should be on a "pass/no-pass" basis, meaning the supervisor and the participant should agree that the participant is ready for the new role assignment, or that he or she should return to a previous role assignment without sanction for either success or for failure.

VIII. RECOMMENDATIONS AND CONCLUSIONS

1. Before embarking on a comprehensive faculty development planning effort aimed at instructional improvement, the faculty and administration of a college of education are advised to reexamine the college statement of mission and goals in the context of the (a) institution as a whole, (b) the local schools and community, and (c) the state. To set a higher priority on goals other than school service (such as research and theory development) may be necessary and justified. Research and theory development are valid alternatives for many colleges of education and are essential to us all.

2. Most would agree that colleges and public schools share the common goal of helping each individual realize his or her full potential. However, we recognize that the nature of the contributions made toward that goal by colleges of education and by the public schools have been fundamentally different in the past and should continue to be different in the future. At the same time, we assert the current need for collaboration with the schools and for faculty development to better prepare colleges of education to meet the needs and expectations of school personnel.

3. The college of education, with the support of the central college/university administration, is advised to establish a locus of administrative and faculty support for inservice education and related school service activities. Both short- and long-range planning

of faculty development for inservice activities should be an integral part of the assignment.

4. Faculty development for inservice education can be a springboard for reconceptualizing and modifying the entire set of teacher education programs offered by the college of education. At the very least, college-based undergraduate and graduate teacher preparation programs should be modified so as to improve their articulation with school-based inservice education programs. At best there may be an extensive reconceptualization of the curriculum, of the programs for building the knowledge base, and of the mechanisms for working collaboratively with other school agencies.

5. The faculty development program should be based on a clear knowledge of the needs and expectations of the school personnel involved--and the school personnel should be included in the deliberations and the planning.

6. The person/group responsible for faculty development programming should become familiar with the variety of roles and tasks of college-based faculty in inservice education, and with the great variety of materials, procedures, and practices which are currently available or known.

7. Teacher educators are advised to join together, and, also with school personnel if feasible, to influence state-level decision-making regarding school support in positive ways. They must assert the need to include the resources of higher education institutions in state-supported school staff development programs. State-level efforts should be made known to the AACTE and other appropriate national associations which are working to influence the Congress and public and private granting agencies in similar ways.

8. Teacher educators also are advised to join together, again with school personnel if possible, to foster a broader financial base--specifically, program budgets to support school service and research activities as well as the usual enrollment-based budgets for credited institutional activities.

9. We conclude that colleges of education are currently acting responsively rather than assertively and with initiative. Faculty members need to be better informed of the possibility for leadership; of the challenging opportunities for advancing their careers in teacher education, and of the high probability that they will be successful if they do take the initiative again.

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APPENDIX A
Resources for Faculty Development for Inservice Education

Resources for role development

Examples of faculty development resources (i.e., materials, practices, and procedures) which a faculty development coordinator might find useful in the effort to assist individuals and groups to learn what is needed to perform effectively in new role assignments are listed below.

Governance/funding roles:

- The state of Washington has numerous examples of formally established consortia with histories dating back to the early part of this decade. Write to the State Department of Education, Old Capitol Building, Olympia, Washington 98504, for a listing of specific locations where charter statements may be obtained.
- The Mid-Willamette Valley Consortium in Oregon has a unique organization plan which provides for an almost unlimited expansion of colleges, intermediate service districts, conventional school districts, and other organized school agencies, each sharing in the financial support and the benefits of membership in accordance with the level of participation. Write to the Office of the Executive Director (currently Dr. H. Del Schalock, Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon 97361).
- Dr. Phillip C. Schlechty, University of North Carolina, Chapel Hill, outlined a proposal to reassign responsibility and control in teacher education at the Lake of the Ozarks AACTE Staff Development Workshop in April 1978 (available from the author).
- Suggested reading:

  - Schmuck and Miles, 1971, and Schmuck, 1972, offer suggestions for organizational change in schools which may apply to colleges, too
  - Havelock, 1973, on planning for change
  - Lindquist, 1978, also about change strategies
  - Nash and Culbertson, 1977, on computer-based links in schools
  - Massanari, 1977, on higher education's role in inservice education
  - Pipes, 1978, for some case studies on collaboration

Management roles:

- Resources for department chairpersons and related middle-management positions are available from the National Center for Higher Education Management Systems, Boulder, Colorado 80302.

- The NTL (National Training Laboratory) Institute offers workshops on decision-making and related management skills. Write to Dr. Jerry G. Gaff, 1818 R Street, N.W., Washington, D.C. 20036.

- Training exercises may be found in the Handbook for Faculty Development by Bergquist and Phillips (1975, 1977).

- The Council for the Advancement of Small Colleges has developed training programs for administrators. Write to the Council, Suite 320, One Dupont Circle, N.W., Washington, D.C. 20036.

Instruction, media/design, and technical assistance roles: Without a doubt, the largest resource pool is in the area of instruction. Most resources are designed to help the college professor improve or to change college classroom techniques. The most common practices utilize some form of student assessment to provide the instructor with formative information for self-evaluation; video-taping equipment is often used for the same purpose and is sometimes referred to as a "self-confrontation" technique. While these practices and procedures are excellent, they are appropriate only for the limited purposes of helping college instructors sharpen the ability to demonstrate or model a particular classroom teaching method. And we presume that the experienced teacher educator who will be demonstrating or modeling will already have mastered the classroom techniques and will need to develop other skills. Otherwise, he or she will be wise enough to call on more experienced school personnel to do the actual demonstrating or modeling. Following are resources more appropriate to the development of the instructional manager, diagnoser/prescriber, and advisor roles.

- The Clinic to Improve University Teaching at the University of Massachusetts utilizes a procedure to diagnose an instructor's teaching effectiveness, to consult with the instructor, and to prescribe ways for improvement. The long-term process includes a follow-up assessment and review. Designed for college instructors, the procedure may be applied to public school teaching. The University of Puget Sound, Washington, the University of Rhode Island, and McGill University also utilize the procedure, according to Bergquist (1978, p. 16).
- Professional Growth Contracts, also developed for use at the college level, may prove useful in inservice education instruction. The teacher and school supervisor work out an agreement which commits the teacher to strive for improvement in certain ways, and also commits the school to provide the necessary time and resources needed. The procedure is identified by Centra (1977, p. 62) and described in more detail by Bergquist (1978, p.31)
- Such non-traditional instructional methods as audio-tutorial self-instruction, classroom simulation and simulation gaming, and contract learning are commonly used in two-year colleges and in the public schools. College instructors who aspire to work in the schools are advised to seek out nearby institutions using such methods and to familiarize themselves with their methods and techniques.
- A particularly effective instructional design procedure has been used on the college level at Syracuse University's Center for Instructional Development. The unique feature of this approach is that the work with an individual does not begin until commitment from the department or school is gained, to back the individual and to profit from his or her success. This assures that the new teaching approach will be institutionalized and that the novice will not be isolated by others in the department.
- Suggested reading:

- Diamond (1975) for tips on course/curriculum design and consulting
- Yarger (1974) on Teacher Centers and self-instructional materials for teaching
- Wilson and Barnes (1972) for illustration of college/school team teaching
- Lord James of Rusholme report (1972) for the original Teacher Center paradigm
- Talmage (1975) for several formal procedures for developing individualized approaches to instruction (PLAN, IGE).
- Moore (1977) for six case studies of efforts to provide technical assistance
- Medley (1977) for review of recent research on teaching
- Emory and Pino (1976) on preparing educational training consultants
- Pullan and Pomfret (1977) for review of research on curriculum implementation
- Borg, (1970) on mini-courses for teacher centers
- Rosenshine (1977) for review of time-on-task studies
- Edelfelt (1978) for a series of articles on inservice education for school personnel at the local level
- Readers will find The Institutionalization of Change: Universities' Role in Field-Based Programs a useful resource. It is anticipated that a series of manuscripts developed through the Far West Teacher Corps Network will be published in late 1978 by the ERIC Clearinghouse on Teacher Education, One Dupont Circle, Washington, D.C. 20036.

- The Center for New Schools has experimented with applied anthropological and ethnographic techniques for researching classroom instruction (see footnote on p. 25). The techniques are frequently used in connection with Teacher Corps projects, e.g., contact H. Jerome Freiberg, Teacher Corps Director, College of Education, University of Houston, Texas 77004.

Assessment, evaluation, and dissemination roles:

- The IDEA system for instructors and the DECA system for administrators, developed at the Center for Faculty Evaluation and Development, Kansas State University, Manhattan, are adaptable for use in public schools.
- The TABS (Teaching Analysis by Students) system, developed at the Clinic for the Improvement of Teaching, University of Massachusetts, also could be used in school settings. The teacher takes the test first to predict how the students will respond, then compares with that actual student evaluations as a basis for instructional development.
- Portfolio evaluation, which combines self, peer, and student evaluations of an individual's classroom teaching, is a means for the teacher to gather information over an extended period of time for use in career planning. See Bergquist and Phillips (1977) for more details; and Bergquist (1978, p. 14-15) for a brief description. Designed primarily for college-level instruction, it may be adapted for use in schools.
- There is evidently a great variation in techniques for assessing the needs of schools and communities. Examples may be obtained from the following persons:

Dr. W. Robert Houston, Associate Dean, School of Education, University of Houston, Texas

Dr. Donald R. Cruickshank, Professor of Education, The Ohio State University, Columbus

- Suggested reading:

  - Provus (1970) about discrepancy evaluation
  - Rhode Island Department of Education (1977) for needs assessment resource guide; provides a list of references
  - NEA (1975) describes three methods of assessing needs
  - Patterson and Czajkowski (1976) give a case study at the local district level

Related resources:

- Position paper on Staff Development by the National Staff Development Council. NSDC has developed a tentative statement which is that organization's platform regarding staff development in the schools. The statement, edited by Betty A. Dillon, Lincoln, Nebraska, will be discussed and voted on by NSDC members at their November 1978 meeting in San Diego. Contact: Patricia Zigarmi, 206 Oakhill Drive, Oxford, Ohio 45056.

APPENDIX B
Institutions with Faculty Development Programs

Part 1. The AACTE/Staff Development Mini-Survey

	Institution	Address	Name of Person Reporting
1.	Tuskegee Institute	Alabama (36088)	Grady W. Taylor
2.	Samford University	Birmingham, AL (35209)	A. L. Garner
3.	Alabama State University	Montgomery, AL	Gordon C. Bliss
4.	Auburn University	Auburn, AL (36830)	Richard W. Warner
5.	Mobile College	Mobile, AL (36613)	Hazel A. Petersen
6.	Arizona State University	Tempe, AZ (85281)	Lou M. Carey
7.	Univ. of Arkansas, Fayetteville	Fayetteville, AK (72701)	Philip Besonin
8.	Univ. of Arkansas, Little Rock	Little Rock, AK (72204)	Jerry Robbins
9.	Philander Smith College	Little Rock, AK (72203)	V. L. Carter
10.	Univ. of Central Arkansas	Conway, AK (72032)	Robert O. Morrow
11.	Arkansas Tech University	Russellville, AK (72801)	John Wainwright
12.	California State Univ. at Hayward	Hayward, CA (94542)	Delma Della-Dora
*13.	San Diego State Univ.	San Diego, CA (92182)	Robert R. Nardelli
14.	California State Univ. at Los Angeles	Los Angeles, CA (90032)	Earl W. Denny
*15.	Regis College	Denver, CO (80221)	Loretta Konecki
16.	Univ. of Florida	Gainesville, FL (32611)	William H. Drummond
17.	Univ. of South Florida	Tampa, FL (33620)	Annie W. Ward
18.	Bethune-Cookman College	Daytona Beach, FL (32014)	Florence Lovell Roane
19.	Clarke College	Atlanta, GA (30314)	Pearlie C. Dove
20.	Armstrong State College	Savannah, GA (31406)	William W. Stokes

*Programs which were judged to be the most comprehensive.

	Institution	Address	Name of Person Reporting
21.	University of Hawaii	Honolulu, HI (96822)	Shirley Y. Fujita
22.	Southern Illinois Univ. at Carbondale	Carbondale, IL (62901)	Elmer J. Clark
23.	Greenville College	Greenville, IL (62246)	Ralph J. Kester
*24.	Purdue University	West Lafayette, IN (47907)	William Asher
25.	Luther College	Decorah, IA (52101)	Roger W. Anderson
26.	Ball State University	Muncie, IN (47306)	Jesse F. McCartney
27.	Idaho State University	Pocatello, ID (83201)	Richard L. Willey
*28.	Lewis-Clark State College	Lewiston, ID (83501)	Mel Mangum
*29.	Simpson College	Indianola, IA (50125)	E. G. Booth
30.	University of Kansas (School of Education)	Lawrence, KS (66045)	Dale P. Scannell
31.	University of Kansas (Special Education)	Lawrence, KS (66045)	Edward L. Meyen
32.	University of Kansas (Visual Arts)	Lawrence, KS (66045)	Phil Rugschloff
33.	University of Kansas (Music)	Lawrence, KS (66045)	George Duerksen
34.	University of Kansas (Curriculum & Instruction)	Lawrence, KS (66045)	Nita Sundbye
35.	Pittsburg State Univ.	Pittsburg, KS (66762)	John B. Barnett
36.	Bethany College	Lindborg, KS (67456)	Theodore Von Fauge
37.	University of Louisville	Louisville, KY (40208)	F. Randall Powers
*38.	Southeastern Louisiana University	Hammond, LA (70402)	Lisso R. Simmons
39.	Univ. of Maine at Portland-Gorham	Gorham, ME (04038)	A. Nye Bemis
40.	Salisbury State College	Salisbury, MD (21801)	Maurice Bozman
41.	N. Adams State College	North Adams, MA (01247)	Patricia Prendergast
42.	University of Michigan	Ann Arbor, MI (48109)	Terry L. West

	Institution	Address	Name of Person Reporting
43.	Western Michigan Univ.	Kalamazoo, MI (49008)	Ronald A. Crowell
44.	Central Michigan Univ.	Mt. Pleasant, MI (48859)	Curtis E. Nash
45.	Univ. of Minnesota	Minneapolis, MN (55455)	Robert Tennyson
46.	St. Cloud State Univ.	St. Cloud, MN (56301)	Kenneth Ames
47.	Gustavus Adolphus College	St. Peter, MN (56301)	Algene A. Pearson
48.	Hamline University	St. Paul, MN (55104)	George L. Redman
49.	College of St. Theresa	Winona, MN (55987)	Jeanne LaBlonde
50.	Univ. of Southern Mississippi	Hattiesburg, MS (39401)	Eric H. Gunn
51.	Stephens College (Sec. Ed.)	Columbia, MO (65201)	Bobbie Burk
52.	Stephens College (Child Study)	Columbia, MO (65201)	P. Terrett Teague
53.	Harris-Stowe College	St. Louis, MO (63103)	Wanda Penny
54.	Missouri Western State College	St. Joseph, MO (64507)	Charles E. Cogne
55.	Lincoln University of Missouri	Jefferson City, MO (65101)	Albert L. Walker
56.	Southwest Missouri State University	Springfield, MO (65802)	Patrick D. Copley
57.	University of Nebraska at Omaha	Omaha, NE (68124)	David Kapel
58.	Midland Lutheran College	Fremont, NE (68025)	James S. Kurtz
59.	College of St. Mary	Omaha, NE (68124)	Michael J. Gross
60.	University of Nebraska at Lincoln	Lincoln, NE (68588)	Donald W. McCurdy
61.	Plymouth State College	Plymouth, NH (03264)	Christopher R. Clarke
62.	University of New Hampshire	Durham, NH (03824)	Gerald J. Pine
63.	Jersey City State College	Jersey City, NJ (07305)	Janice R. Boone
*64.	Kean College of New Jersey	Union, NJ (07083)	Georgianni Appignani
65.	C. W. Post Ctr. of Long Island University	Greenvale, NY (11548)	Helen Greene

	Institution	Address	Name of Person Reporting
66.	City College of New York	New York City, NY (10031)	Ruth R. Adams
*67.	Bank Street College of Ed.	New York City, NY (10025)	Gordon Klopf
68.	Hunter College of the City University of New York	New York, NY (10021)	Hugh J. Scott
69.	Brooklyn College	Brooklyn, NY (11210)	Robert G. Nadick
70.	Univ. of North Carolina at Greensboro	Greensboro, NC (27412)	Jack I. Bardon
71.	Winston-Salem State Univ.	Winston-Salem, NC (27102)	Randolf Tobias
72.	North Carolina Central University	Durham, NC (27707)	Norman C. Johnson
73.	High Point College	High Point, NC (27262)	J. A. Thacker
74.	Ohio State University	Columbus, OH (43210)	Donald P. Sanders
75.	Baldwin-Wallace College	Berea, OH (44017)	John R. Heter
76.	Otterbein College	Westerville, OH (43081)	M. Stauffer
77.	Cleveland State Univ.	Cleveland, OH (44115)	Clare Jerdonek
78.	Southwestern Oklahoma State University	Weatherford, OK (73096)	Ted Guffy
79.	Linfield College	McMinnville, OR (97128)	Ray Befus
80.	Oregon College of Ed..	Monmouth, OR (97361)	Don Duncan
81.	Duquesne University	Pittsburg, PA (15219)	Jack Livingston
82.	Lehigh University	Bethlehem, PA (18015)	Perry Zirkel
83.	Penn. State University	University Park, PA (16802)	Henry J. Hermanowicz
84.	Geneva College	Beaver Falls, PA (15010)	George M. Van Horne
*85.	Univ. of Tennessee at Nashville	Nashville, TN (37203)	Kenneth J. Frasure
86.	Austin Peay State Univ.	Clarksville, TN	Mike Davis
87.	Christian Brothers College	Memphis, TN (38104)	Ruth Barbier
88.	Trinity University	San Antonio, TX (78284)	John H. Moore
89.	Virginia Commonwealth University	Richmond, VA (23284)	John S. Oehler

	Institution	Address	Name of Person Reporting
90.	Norfolk State College	Norfolk, VA (23504)	Herman H. Bozeman
91.	George Mason University	Fairfax, VA (22030)	Leland K. Doebler
92.	College of William & Mary	Williamsburg, VA (23185)	Robert Emans
93.	Univ. of Puget Sound	Tacoma, WA (98416)	Stephen T. Kerr
94.	Seattle Pacific Univ.	Seattle, WA (98119)	Max Jerman
95.	Eastern Washington Univ.	Cheney, WA (99004)	William Shreeve
96.	Washington State Univ.	Pullman, WA (99164)	Dale G. Andersen
97.	Marshall University	Huntington, WV (25701)	Jack Jarvis
	Part II. Mini-Survey Responses Not Included in the Analysis		
98.	Univ. of D.C./Mt. Vernon Campus	Washington, D.C. (20007)	Barbara T. Hill
100.	Alma College	Alma, MI (48801)	Sedley D. Hall
101.	Glassboro State College	Glassboro, NJ (08028)	Janice Weaver
102.	University of New Mexico	Albuquerque, NM (87131)	John T. Zepper
103.	Ohio State University	Columbus, OH (43210)	Donald G. Lux
104.	Ohio State University	Columbus, OH (43210)	Elsie J. Alberty
105.	Ohio State University	Columbus, OH (43210)	Aaron J. Miller
106.	Ohio State University	Columbus, OH (43210)	Ray Nystrand
107.	George Peabody College for Teachers	Nashville, TN (37203)	Edwin A. Rugg
108.	Radford College	Radford, VA (24141)	Robert C. Gibson
	Part III. Programs Identified by Teacher Corps Staff		
109.	Arizona State University	Tempe, AZ (85281)	Alan Brown
110.	Atlanta Consortium/ Atlanta Public Schools	Atlanta, GA	Mae Christian
111.	Western Kentucky Univ.	Bowling Green, KY (42010)	Edward Ball

	Institution	Address	Name of Person Reporting
112.	Pikeville College	Pikeville, KY (41501)	Sue Lail
113.	University of Maine at Orono	Orono, ME (04473)	Irene Mehnert
114.	Charles County Board of Ed./Univ. of Maryland	College Park, MD (20740)	Kelly Tonsoneire
115.	Boston State College	Boston, MA (02115)	Cleveland Clark
116.	Eastern Montana College	Billings, MT (59101)	John Clagett
117.	New England Corps Network	Durham, NH (03824)	Robert C. Henderson
118.	University of Oregon	Eugene, OR (97403)	Keith Ackeson
119.	Western Washington Univ.	Bellingham, WA (98225)	Herbert Hite
120.	University of Wyoming	Laramie, WY (82071)	James Hook
121.	University of Vermont State Dept. of Ed.	Burlington, VT	H. W. Meyers

Part IV. Programs Identified by Robert Bush at the AACTE Staff Development Workshop in San Francisco

Dr. Bush guided a tour of Brazilian educators who were interested in visiting large American universities which were implementing campus-wide faculty development programs. The following institutions represent only a sample of many colleges and universities which have centers for learning and teaching--the locus of most faculty development programs.

	Institution	Address	Name of Person Reporting
1.	Cornell University	Ithaca, NY (14850)	James Moss
2.	University of Michigan	Ann Arbor, MI (48109)	Wilbert McKeachie and Stanford Ericksen
3.	Michigan State University	East Lansing, MI (48823)	Robert Davis
4.	Northwestern University	Evanston, IL (60201)	Claude Mathis
5.	University of Minnesota	Minneapolis, MN (55455)	Russell Burris
6.	Stanford University	Palo Alto, CA (94305)	David Haliburton
7.	University of California	Berkeley, CA (94720)	Robert C. Wilson
8.	University System of California	Berkeley, CA (94720)	Clare Rose

APPENDIX C
Abstracts of Case Studies of Selected
Faculty Development Programs for Inservice Education

NAME OF INSTITUTION

PERSON TO CONTACT

Arizona State University
Tempe, Arizona 85281
(602) 965-6788

Alan Brown
Director, Teacher Corps

At an October 1977 meeting sponsored by Teacher Corps, Arizona State University's College of Education faculty recommended a program that would be field-based, collaborative, and would allow for significant scholarship. A Collaborative Council for Inservice Education is now in the process of being formed for Fall 1978 which is the result of numerous planning meetings with representatives from ten school districts, the State Department, and the college. A workshop held June 1978 representing these, and other, bodies dealt with setting up this interface mechanism between the college and the practitioners "out there." It is to serve as a communication link, a school-college partnership through which innovations in teaching and curriculum can be made actual by both the classroom teacher and the professor. Accent will be on the notion of "field-based" as a construct, rather than just a change of location, an ongoing, developmental process with new leadership styles, at the district level.

Atlanta Public Schools/Atlanta
University Teacher Corps
Consortium
2930 Forrest Hill Dr., S.W.
Atlanta, Georgia 30315
(404) 761-5411

Mae Armster Christian
Director, Teacher Corps

In this consortium of the public school system and the Atlanta University Teacher Corps, a staff development project has evolved with major emphasis on youth advocacy, the collaboration of the school, IHE, community, State Department, and correctional institutions for model development, of preservice-inservice design. It is geared for the training of teachers, administrators, and parents of inner city troubled youth. Unique to this program are its strategies to intervene in the lives of troubled youth, its broad involvement of the community at large, and its strong foundation of collaboration (cited above). Procedures include, among others, an internship program for preservice candidates, a multi-role Governance Council, seminars, institutes, workshops, field trips, college credit courses, teacher center, summer inservice program for administrators, a Parent Corps, peer counseling, etc.

Apart from its successful involvement of parents, students, and educators in governance relationships "with parity," the program has been given full responsibility for implementing Atlanta public schools' discipline program and has achieved broad documentation and dissemination. Still to come are strategies to broaden the base of involvement of more community agencies and a deeper influence on sharing and operations at the university level.

Glassboro State College
Glassboro, New Jersey
08028
(609) 445-5241

Janice F. Weaver, Dean
Professional Studies Division

To improve inservice education for school personnel, Glassboro State College has initiated, via Teacher Corps projects, a program that involved the Professional Studies Division faculty members in a collaborative effort in program development. Procedures like precision teaching have refined the diagnostic-prescriptive process. As a daily measure of learning, this procedure has yielded important data which have provided an objective basis for the individualization of instruction. The development of multicultural materials has lead to productive exchanges between education and liberal studies faculty. These exchanges have lead to concern for the teaching-learning process and the development of instructional improvements via faculty peers. Microteaching and other self-evaluative, non-judgmental devices have been employed.

Kean College of New Jersey
Union, New Jersey 07083
(201) 527-2136

Georgianna Appignani
Dean, School of Education

The very conditions which led to staff development programs at other institutions--fiscal restraints, concern for enrollments, decreased faculty mobility, the presence of new groups of learners who have special needs, and increased demands for accountability from parents, students, legislatures, citizen groups--exist at this multipurpose institution which offers a variety of programs to a diverse student population. To meet these needs, the Center for Excellence in College Teaching, a cooperative effort sponsored by the members of the Consortium of East Jersey, was housed on the Kean College campus three years ago; but the part-time professional staff is finding its efforts insufficient to meet the needs of four institutions. So an extensive staff development project was launched this past academic year. A series of seven workshops on,e.g., setting collaborative classroom climates, the implications of PL 94-142, working with bilingual students, reading in the content and skills areas, etc., were given. The "Kean Instruction Team" mounted activities which included visits of specialists, individualized consultation and data collection, off-campus mini-courses on college teaching, continuing workshops, and evaluation research of the team's impact. So the activities of the two groups--the consortium's Center and the KIT--are closely meshed and attempting to provide the college faculty with teaching improvement activities as rich as possible.

Purdue University
West Lafayette, Indiana 47907
(317) 494-8541

William Asher
Professor of Education and
Psychological Science
(Central Office Staff-
Development)

Purdue University has a major emphasis: quality instruction and scholarship; consequently, effort is made to develop faculty both as teachers and scholars, to support them fiscally and emotionally in their development, and to facilitate communication between administrators and faculty.

The Department of Education in particular feels that, in teaching others how to teach, its own instruction should be exemplary, thus, a number of activities have been instituted both by the university and in the department; an Instructional Development Center, a Measurement Research Center which assists in examination development, scoring, computation of test reliabilities, etc. Faculty can ask for instructional evaluation by committee; scholarly development is encouraged by internal support with assistants, editing help, and travel, plus consultation on research design. Travel funds to conventions to present scholarly work are available. A school-community relations officer facilitates finding research subjects and schools for curriculum development projects, and furthers opportunities for service. Written goal statements and responses to them are a triennial requirement which involves meeting with each faculty member.

Regis College
3539 W. 50th Avenue Parkway
Denver, Colorado 80221
(303) 433-8471

Ronald S. Brockway
Faculty Development Coordinator

Faculty Development at Regis College represents the commitment of the faculty and the administration to enhancing the quality of education. Controlled by the faculty through an elected committee, the comprehensive program encompasses both traditional and contemporary aspects of faculty development. Traditional activities include sabbatical leaves and grants for professional travel and for scholarly research. Included among the contemporary activities are general and individualized workshops, instructional diagnosis and general consultant services, course design training, and individual development grants.

An innovative feature of the Regis Faculty Development Program is the existence of a team of trained faculty development consultants. These consultants are full-time faculty members who are also skilled in instructional and organizational development processes. The College provides release time so that the Faculty Development Team can make its services available to others.

San Diego State University
San Diego, California 92182
(714) 286-6092

Robert R. Nardelli
Associate Dean,
College of Education

In the College of Education at San Diego University--it has a large faculty with diverse responsibilities and interests--staff development efforts have been made at three levels: college-wide, departmental, and with specially funded projects.

Staff development programs include workshops on competency-based education; multicultural conferences; colloquia with distinguished educators and researchers; conferences on PL 94-142; goal-setting and mission statement retreats; Teacher Corps-sponsored program development; and just plain course and curriculum development sessions. In all cases, one criterion emerged in determining successful staff development--involvement.

Dr. Nardelli observes that where faculty became involved (preferably, though not always) at the planning stage, long-term carry-over and demonstrable change resulted. It was not always the Young Turks who embraced change and the need for improvement. Many veteran faculty have become leaders in

new programs--through involvement in teaching, course and module development, team membership--to make up a cadre of faculty members who are continuing in new and gratifying directions.

San Francisco State University
Department of Elementary
Education
1600 Holloway Avenue
San Francisco, California 94132
(415) 469-1864

Leonard Meshover
Professor of
Elementary Education

The reader will remember that AACTE's Staff Development Project was associated with the San Francisco State University Teacher Corps Project. For this reason, this description of a faculty development program will be of particular interest.

To date, universities have not been prepared to respond to the variety of requests for staff development assistance from school districts. School systems have developed partial solutions--inservice departments, teacher centers, use of private educational corporations--all legitimate alternatives, but there is little doubt that the university could provide more service than is now the case, and it could be more extensively involved in these alternatives.

The School of Education at San Francisco State University has developed an inservice delivery system to school districts for staff development assistance which contains the following elements:

A. Descriptive materials about resources and technical assistance services the School of Education offers them.

B. A Coordination Panel--

1. to assess the capabilities of faculty members to provide on-site inservice services to school district personnel and identify those willing to serve on task force teams;

2. to review and rank in priority requests from school districts;

3. to review progress of teams from data supplied by Team Evaluation; and

4. to include an External Evaluation to evaluate adequacy of model to be implemented in school district.

For '78-'79, there is foreseen the development of procedures to ascertain what strengths and skills for staff development interested IHE personnel possess, what additional skills they need, and the ways these skills can best be used.

Simpson College
Indianola, Iowa 50125
(515) 961-6251

E. G. Booth
Chairman, Division
of Education

A private, baccalaureate liberal arts college, Simpson College provides institutional support for on-campus workshops for all faculty, developmental and sabbatical leaves, and attendance at off-campus conferences and workshops. In addition, supplementary foundation funds have been solicited for furthering faculty development projects at the college. Prominent educators to serve as resource persons on the various aspects of the teaching-learning process were brought in; these included numerous well-known experts and distinguished people in the field who dealt with subjects ranging from the learning contract to a redefinition of the profession of teaching.

Currently, foundation support is being sought for activities involving tenured faculty in order to re-tool, to complete research projects, to accommodate personal growth, projects, etc.

State University of New York
College of Arts and Sciences
at Oneonta
Oneonta, New York 13820
(607) 431-2520

Elizabeth L. Jalbert
Dean of Professional Studies

In order to understand the process used within the Division of Professional Studies to move through a 5-year plan of faculty development ('73-'78) at Oneonta, it is useful to know that Oneonta has a student enrollment of some 6000, offers both bachelors and masters degree programs, and has a teacher education faculty at both secondary and elementary levels.

In continuing traditional means of faculty retraining--sabbatical leave, attendance at professional conferences, off-campus visitation teams, peer presentation, etc.--the college reaps the benefits of ongoing activities. New initiatives encourage discussion meetings with the Dean, division meetings and interdepartment working groups and consultants. Workshops were begun and continued at regular intervals during the past 6 years which responded to faculty concerns with teaching and learning. There has been a consistent development of materials: newsletters, reports, permanent records of contributions, plus new adminstrative practices. This last includes committees with broad responsibilities to coordinate these efforts: data bank, division budget, "Dean's Purse," etc.

In the spring of 1978 there was a shift of focus that included a planned survey of schools and an invitational conference from 38 school districts on content and delivery of inservice activities, including those at the college level. And there was a participation with the Stamford School System in the Teacher Corps Project.

University of Toledo
Toledo, Ohio 43606
(419) 537-2025

George Dickson
Dean, College of Education

The University of Toledo staff development story is an exercise in planned change and the involvement of all teacher education faculty in such change--an ongoing story of some ten years. It has occurred in connection with the University's model teacher education program which incorporates the concepts of competency-based and individually-guided education and functions cooperatively with public and parochial schools and the community as a preservice-inservice teacher-training program.

The direct, organized efforts with faculty include assignments in program design efforts, development of a process model for implementation, creation of evaluation and management information systems, program coordinators, facilitators placed in elementary schools, etc. This and more has been accomplished through grants as well. A comprehensive educational reform-renewal strategy has been developed for the whole Northwestern Ohio region and their educational institutions.

University of Wyoming
College of Education/Teacher Corps Program
University of Wyoming
Laramie, Wyoming 82071
(307) 766-6325

James Hook
Director, Teacher Corps
Head of Department of Educational Foundations

Key to the inservice components of the Teacher Corps Program at the University of Wyoming has been the joint and cooperative efforts of the school-site faculty and staff, the IHE faculty and others from the school district, and the State Department of Education.

A recent development and implementation effort that took place in such a context was a project jointly planned and developed by the school-site teachers, IHE faculty, project staff and interns: a CBTE block of 8 credit hours in Building and Trades focusing on the integration of inservice and preservice teacher education where faculty co-instructed students at the field site. (Students are preservice interns and classroom teachers from the field-site schools.) End result: a $95,000 house in Cheyenne to be put up for sale. "Out of the ivory tower and into the real world" could be the motto that characterizes the use of the site school as a learning laboratory for the integration of inservice and preservice teacher preparation.

Western Kentucky University
Bowling Green, Kentucky 42101
(502) 745-4662

Roger Pankratz
Assistant Dean of Instruction, College of Education

The College of Education at Western Kentucky employs 160 full-time faculty in five departments and a division of Educational Services, and grants the largest number of graduate degrees in professional education in the state.

In 1977 the college faculty provided over 200 separate staff development activities for public school personnel, other than regular course work.

The primary vehicle for promoting staff development is the goal-setting process that operates on three levels. Each Spring the Dean, together with department heads and the Faculty Advisory Council, lists 8-10 goals or priorities for the college for the coming year. Priorities and major activities for achieving each goal are indicated.

A similar process is completed in each department, with due attention to agreed college priorities. Department heads meet with each faculty member for a professional development conference to review the past year and set goals for the coming one. Progress in professional development is later assessed and plays a role in the faculty member's annual evaluation report. This effort is part of an evaluation program begun three years ago in the College to increase communication between faculty and administration regarding evaluation and to establish mutual accountability for achieving the College's mission. Primary responsibility for facilitating staff development is placed on the department head, and ultimate responsibility on the individual faculty member.

Since its introduction, the system has tripled the number of professional publications by faculty and increased the number of new programs, field-based workshops, and professional services rendered. Primary resource for the program has been externally and internally funded grants and projects (faculty research and development grants, state training grants, Teacher Corps, Title IV, funds from the Professional Development Center Network, etc.)

Western Michigan University
Department of Education and Prof. Dev.
Kalamazoo, Michigan 49001
(616) 383-1600

Ronald A. Crowell
Coordinator of Professional Development

Redirection of programs and resources of colleges of education presents the critical challenge as we approach the 1980s. The Department of Education and Professional Development at Western Michigan University has instituted a new mechanism, the Educator Support Team, to enable the delivery of specialized, long-term, on-site programs and services designed to supplement the programs offered through local professional development centers and State agencies. This mechanism consists of trained teams of faculty whose service, from initial consultation to final evaluation, is tailored specifically for a client school or system, depending on the initial needs expressed. Essentially, these professionals provide expertise on needs assessment; curriculum and instructional development; group processes such as team building, group tasking, conflict management, problem solving, and decision-making; human relations, career renewal, and personal development; and evaluation.

The strength of this program and the service it offers will be tested by the extent to which 1) it is related to perceived needs of local school staffs, 2) is consistent with the latest research and curricular findings, and 3) provides specific information and skills necessary for participants to implement positive change.

Western Washington University/
Teacher Corps
Bellingham, Washington 98225
(206) 676-3110

Herb Hite
Director, Teacher Corps
Western Washington University

To meet the demand for field-based teacher education, Western Washington University Teacher Corps uses a school problem-solving approach according to the following plan:

1. An entire school unit enrolls with the university in a "Practicum for Action Research."

2. The Coordinator (a kind of broker of faculty services) helps school staff organize the problem-solving approach and arranges:

   - Mini-courses in which selected faculty demonstrate specific skills needed to improve the capability of the school staff (to solve the problem).
   - Contracts, by which teams of the school staff carry out a project designed to resolve the problem. Three persons sign off on the contract--representatives of university, school, and teacher's union.

3. The mini-courses--10 contact hours--are the major learn-by-doing activity for education faculty. Representatives of the teachers negotiate with the individual faculty member for only those services which are directly appropriate to the school problem.

4. Follow-up interviews indicate that indeed faculty do learn from the activity, but that only some of the faculty can participate.

5. As part of Teacher Corps Program '78, this method will be supplemented by "internships" for faculty--two faculty members intern in the participating schools each academic quarter. They will assist school teams and observe/participate in school classrooms.

APPENDIX D
Program Personnel for the Three Project Workshops

SAN FRANCISCO, CALIFORNIA WORKSHOP, January 15-17, 1978

Les Birdsall, Director
Network for School Improvement
9700 W. Pico Boulevard
Los Angeles, California 90035

Robert Bush
Professor of Education and
Director, Center for Educational
Research at Stanford, Emeritus
Stanford University
Stanford, California 94305

Lou M. Carey
Assistant to the Dean
College of Education
Arizona State University
Tempe, Arizona 85281

John L. Cleveland
Associate Superintendent for
Instruction, San Francisco
Unified School District
135 Van Ness
San Francisco, California 94102

William Evraiff
Chairman, Department of Counseling
1600 Holloway Avenue
San Francisco State University
San Francisco, California 94132

Asa Hilliard
Dean, School of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Herbert Hite
Professor of Education
Department of Education
Western Washington State College
Bellingham, Washington 98225

Bert Y. Kersh
Dean of the Faculty
Oregon College of Education
Monmouth, Oregon 97361

Melba Knutsen
NEA Representative
5780 La Jalla Way
Cypress, California 90630

Theresa Lorio
AFT Representative
Assistant Director, Teacher Center
2635 Edwin Street
Hamtramck, Michigan 48212

David Marsh
Teacher Education Department
Room 1003 Phillips Hall
Univ. of Southern California
Los Angeles, California 90007

Len Meshover
Director, SFSU Teacher Corps Project
and Professor of Education
School of Education
1600 Holloway Avenue
San Francisco State University
San Francisco, California 94132

Paul F. Romberg, President
1600 Holloway Avenue
San Francisco State University
San Francisco, California 94132

Bodie Sorensen, Elementary Teacher
Robert Frost Elementary School
Lake Washington School District
11801 N.E. 140th Street
Kirkland, Washington 98033

Robert E. Stahl
Assistant Executive Director
Instruction and Professional
Development
California Teachers Association
1705 Murchison Drive
Burlingame, California 94010

MOUNT POCONO, PENNSYLVANIA WORKSHOP, April 4-6, 1978

Frederick Bunt
Dean
School of Education
Pace University
Pace Plaza
New York, New York 10038

James Collins
Director
National Council of States on
Inservice Education
Syracuse University
Syracuse, New York 13210

William Cornell
Assistant Executive Director
for Professional Development
Pennsylvania State Education Assoc.
Box 1724
Harrisburg, Pennsylvania 17105

Howard Coron
Director of Student Teaching
New York University
80 Washington Square East, Room 28
New York, New York 10003

George Dickson
Dean
College of Education
The University of Toledo
Toledo, Ohio 43606

Betty Dillon
Director of Staff Development
Lincoln Public Schools
Lincoln, Nebraska 68508

William Drummond
Professor of Education
Department of Curriculum and Instruction
College of Education
University of Florida
Gainesville, Florida 32605

Roy Edelfelt
Professional Associate
Division of Instruction and
Professional Development
NEA
1201 16th Street, N.W.
Washington, D.C. 20036

Mildred Goodwin
Assistant Professor
Jersey City State College
Jersey City, New Jersey 07305

Billy Hauserman
Dean
Teacher Education
Towson State University
Towson, Maryland 21204

Elizabeth L. Jalbert
Dean of Professional Studies
State University of New York
College of Arts and Sciences at Oneonta
Oneonta, New York 13820

Robert P. Pearson
Assistant Professor of Education
Lafayette College
Easton, Pennsylvania 18042

Betty Schantz
Professor of Education
Director of UITEN
Temple University
Ritter Hall 436
Broad and Montgomery
Philadelphia, Pennsylvania 19129

Bert Sharp
Dean
College of Education
University of Florida
Gainesville, Florida 32306

Nelle Taylor
Secondary School Counselor
NEA Representative
107 Neal Street
Saluda, South Carolina 29138

Janice Weaver
Dean of Professional Studies
Glassboro State College
Glassboro, New Jersey 08028

Jean Winsand
Director of Continuing Education/
Inservice
University of Pittsburgh
2710 Cathedral of Learning
Pittsburgh, Pennsylvania 15260

LAKE OZARK, MISSOURI WORKSHOP, April 17-19, 1978

Paula Brictson
Professional Staff Member
Michigan State Department of Education
Lansing, Michigan 48909

Ronald Crowell
Coordinator
Education and Professional Development
Western Michigan University
Kalamazoo, Michigan 49008

Michael P. Grady
Coordinator
Department of Staff Development
Saint Louis University
Saint Louis, Missouri 63103

Carl Grant
Director
Teacher Corps Associates
School of Education
225 N. Mills Street
University of Wisconsin-Madison
Madison, Wisconsin 53706

Rio Rita Jackson
Classroom Teacher
1468 S. Willett Street
Memphis, Tennessee 38106

Leonard Kaplan
Professor of Education
Wayne State University
Detroit, Michigan 48202

Jessie Kennedy
Director, Teacher Center
Wayne State University
469 College of Education
Detroit, Michigan 48202

Dan A. Knight
University of Missouri
Kansas City, Missouri 64110

Theresa Lorio
Assistant Director
Teacher Center
Wayne State University
469 College of Education
Detroit, Michigan 48202

Karl Massanari
Associate Director
AACTE
Suite 610
One Dupont Circle
Washington, D.C. 10036

Roger Pankratz
Assistant Dean
Western Kentucky University
Bowling Green, Kentucky 42101

Edward C. Pomeroy
Executive Director
AACTE
Suite 610
One Dupont Circle
Washington, D.C. 20036

Julia Roberts
Program Development Specialist
Western Kentucky University
Bowling Green, Kentucky 42101

Paul Robinson
Chairperson, Department of Secondary Education
University of Arkansas at Little Rock
33rd & University
Little Rock, Arkansas 72204

W. J. Sandness
Dean, School of Education
Pittsburg State University
Pittsburg, Kansas 66762

Phillip C. Schlechty
Professor of Education and Chairman of the Division of Organizational Development and Institutional Studies
University of North Carolina
Chapel Hill, North Carolina 27514

Lake Ozark, Missouri Workshop (Continued)

Allen Schmieder
Operations Coordinator
Teacher Centers
USOE
400 Maryland Avenue
Washington, D.C. 20202

Sam Shout
Chairman, Department of Education
Loras College
Dubuque, Iowa

Alan R. Tom
Associate Professor
Washington University
Box 1183
Saint Louis, Missouri 63130

APPENDIX E

The following is an excerpt from Drummond's chapter II in Massanari, Drummond, and Houston, Emerging Professional Roles for Teacher Educators, page 22:

Figure 2
College-Based Teacher Educator Work in Transition

FROM	TO
Focusing a majority of time on on-campus preservice teacher education	Focusing a majority of time on off-campus preservice and inservice education and technical assistance
Conducting work primarily in a campus office and classroom	Conducting work both on the campus and at specific school sites
Serving as a knowledge-related expert--telling and directing	Serving as a knowlege developer, leader, and linker--learning and sharing
Owning (governing) the "turf" of the campus where services are provided	Serving as a "stranger"; not owning the "turf" where services are provided
Providing learning activities directed to the understanding of a discipline or theory	Organizing learning activities directed to an understanding of a situation, using theory to understand practice
Working alone to carry out the responsibilities assigned (single actor model)	Working on a team in relation to agreed-upon goals (group players model)
Providing short-term or one-time workshops or courses	Providing continuing services over two to five years by contract
Providing services on a credit/hour accounting basis	Providing services from a program budget or a contract
Serving as an advocate for a discipline or a field of study	Serving as an advocate for a teacher, a principal, or a school
Serving as an observer/writer	Serving as an observer/helper/confronter
Providing suggestions relative to the general professional situation	Providing ideas applicable to the school situation
Providing instruction as the primary mode of delivery of services	Helping design various means for delivering services
Providing services at the convenience of providers	Providing services at the convenience of the acquirers of services
Providing inservice opportunities for individuals (teachers and principals)	Providing inservice opportunities for the whole faculty of the school
Providing services based on a statement of need	Providing services after a joint study of the situation and agreement on goals
Providing inservice activities on the college campus after school	Providing inservice and service activities on the school campus during regular hours
Viewing the individual teacher or principal as the client of inservice education	Viewing the individual and the organization in which he or she works as clients
Operating with calendars and schedules which are unrelated or conflict between the college and the public school	Operating with coordinated calendars and schedules
Using college facilities only for regular classes scheduled on an hourly basis	Using some college facilities for in-service retreats, workshops, and conferences scheduled on a daily or weekly basis
Offering preservice and inservice programs which seem to ignore the role of parent and the neighborhood in the education of children	Offering programs which enlist the participation of parents and friends in the work of the school
Offering preservice programs which are general and theoretical on campus rather than practical off campus	Offering preservice programs which are practical and theoretical both on and off campus
Having intern supervisors selected by the principal and approved by the college	Having intern supervisors selected by the organized profession in cooperation with the principal and the college

APPENDIX F

The following is an excerpt from Hite and Howey, Planning Inservice Teacher Education: Promising Alternatives, page 18:

STEPS IN PLANNING INSERVICE EDUCATION

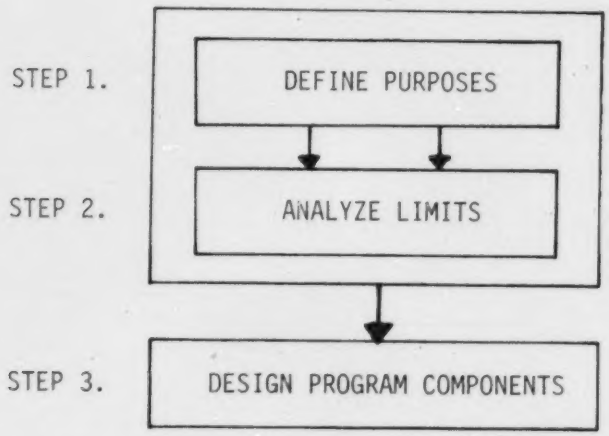
Are there some lessons to be learned from this analysis? Given the complexity of planning programs on the basis of variable conditions and sets of values regarding inservice education, there still are a few procedures which seem indicated.

It seems clear that a planning team should attempt first to define the purposes for an inservice education effort. An analysis of local conditions will probably indicate what is, or has been, the status of inservice education. Mandates from external agencies and the aspirations of local participants will help define what ought to be the nature of the program.

A study of the potential resources and incentives will determine what is possible. Then the actual program should be planned to achieve the possible.

The six principles drawn from the literature represent the current wisdom for assessing the quality of the plan. Figure 2 illustrates this planning process.

Figure 2. Steps in Planning Inservice Education



It seems likely that for the foreseeable future, inservice programs will vary in many ways. As long as there is wide variation in the purposes for inservice education, there will be very different programs--different but, potentially, equally effective.

APPENDIX G

The following excerpt is from Massanari's Chapter VI in Edelfelt, Inservice Education: Demonstrating Local Programs, pp. 46-48:

An Emerging Approach

We are concerned about the demonstration of effective strategies to meet staff development needs of school personnel in specific situations. The particular context may impose certain limitations; it may provide certain opportunities; and it may itself be subject and responsive to certain modifications. This approach to thinking about the problem rejects predetermined plans/systems. It emphasizes the interrelationship of staff development and a specific situation, the emergence of strategies to meet staff development needs from such an interrelationship, and evaluation of the effectiveness of the strategies that are employed (quality control).

As illustrated in Figure 1, the determination of strategies for meeting staff development needs (providing inservice education) is a process involving the interrelationship of staff development needs, the content or substance required to meet those needs, the contextual conditions, and the available resources. In this approach, strategies emerge; they are not predetermined. Strategies, as used here, refers to the ways in which content (curriculum, instruction, experiences, etc.) is provided to meet staff development needs within the parameters set by contextual conditions and available resources. But strategies may also include provisions for changing existing conditions, creating new ones, or expanding the available pool of resources.

Although the main focus of this chapter is on inservice education, the approach of emerging strategies has implications for preservice education as well, especially when one views education personnel development as a career-long continuum. The implications will influence both the campus- and the field-based components of a preparation program.

Figure 1. Determination of Strategies for Meeting Staff Development Needs